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ABSTRACT

A study investigated the English language needs of five minority language communities in England (Bengali, Gujerati, Punjabi Urdu, Punjabi Gurmukhi, Chinese) and four refugee groups (Bosnians, Kurds, Somalis, Tamils). Data were gathered from 997 individuals in the language groups and 176 in the refugee groups using a test of listening, reading, and writing. Results indicate a high proportion of the groups operate at low levels of English language competence, with very few skilled enough for English-medium study and training, despite relatively high formal educational attainment. Substantial proportions were unemployed. Nearly half had previously had English language instruction, and a similar proportion had taken or were taking English instruction in the United Kingdom. Language skill differences were found for the different groups studied. Younger subjects performed better than older subjects, and overall men performed better than women. Implications for the success of current educational programs and for future needs are explored. (Contains 67 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 423 707

Lost Opportunities

The Basic Skills Agency

THE LANGUAGE SKILLS OF LINGUISTIC MINORITIES IN ENGLAND AND WALES

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THE LANGUAGE SKILLS OF LINGUISTIC MINORITIES IN ENGLAND AND WALES

Roy Carr-Hill, Steve Passingham, Alison Wolf
with Naomi Kent

The Basic Skills Agency

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Executive Summary

The objective of this project is to document the extent of English language needs among the principal minority linguistic communities in England, principally via a survey. This report documents how sampling frames have been constructed for South Asian linguistic groups, for Chinese and for certain refugee groups (Chapter 2); the way in which the specific methodological problems of developing a sample frame for each of these groups has been tackled might be of interest to others.

Typically, English language competence is self-assessed: however, it was seen as crucial to obtain 'objective' data on functional literacy levels. In the absence – to our surprise – of a pre-existing instrument, a test of listening, reading, and written comprehension has been developed with some 20 tasks which range from the very simple (filling in a mock application for a Library card and referring to a Telephone Directory) to the moderately difficult (comprehension of Social Security rules and regulations). The items in this test are based on a range of tests used in America and Australia as well as the UK. The piloting and revision of the test are described in Chapter 3. The test can be administered in less than an hour (including a brief interview to elicit background information, experiences of learning English and self assessment) and discriminates powerfully between groups in this population who are mostly at the lower end of the scale of proficiency.

The target samples were two hundred people in each of five minority linguistic communities – Bengali, Gujerati, Punjabi Urdu, Punjabi Gurmukhi and Chinese; and fifty in each of four refugee groups – Bosnians, Kurds, Somalis and Tamils. The selection of interviewers and the approach to respondents, together with the problems encountered by the team in carrying out the research in a short time period, are documented in Chapter 4. The operating characteristics of the test in terms of the relationship between the listening tasks and the written test, the apparent 'thresholds' of difficulty together with the precise scoring schemes developed in order to analyse the results of the test are detailed in Chapter 5, along with the approach to analysis.

The achieved interviewed samples were 262 Bengalis, 225 Gujeratis, 314 Punjabis, 193 Chinese, 45 Bosnians, 51 Tamils, 40 Somalis and 40 Kurdish (although three of the refugees in the latter four groups had, in fact, been born in China and are

included for analysis purposes among the Chinese to give a total sample of 196). Of these 1170, it transpired that seventy two were born in Britain. Any difficulties they may have with English are obviously of a different order than those who entered later. The analysis of the interview responses and the test results has therefore concentrated on those not born in Britain, viz. 231 Bengali speakers, 208 Gujeratis 278 Punjabi, 188 Chinese and 173 in the four refugee groups.

The main empirical findings are presented in Chapter 6. They demonstrate that a very high proportion of these minority communities operate at low levels of English language competence. Many cannot even attempt very simple 'survival' level tasks in English; and only a tiny minority of those surveyed have language skills adequate for English-medium study and training. While the sample excludes those with formal UK qualifications, it includes many respondents with high levels of formal education who have studied English for considerable periods of time.

A pen portrait of the sample is provided in the first half of Chapter 6. In terms of age and gender and household composition, they are approximately representative of their communities (cf. 1991 Census). Substantial proportions are unemployed or out of the labour market altogether. Most had attended school overseas, and probably for longer than the average for the countries whence they came; and nearly half had had some English lessons before coming to the UK. Under a third had had some schooling in the UK but nearly a half had taken or were taking English lessons: nearly a half of these were in adult education; the remainder had been to college or taken private lessons. Whilst many are fluent in more than one language, only a fifth report that they understand English 'very well', and over a quarter report that they cannot read English at all.

The basic results for task completion and performance for the linguistic groups, broken down by various socio-demographic characteristics, are presented in the second half of Chapter 6. More than a third of Bengali speakers and Punjabi speakers are 'on the floor' – scoring zero on the written test, i.e. they are unable to fill in a Library Card application, read a School Timetable or a Telephone Directory. In contrast, only approximately 14% of Bengalis, 29% of Gujeratis, 26% of Punjabis, 41% of Chinese and 32% of the Refugees reach a level of 'survival competence'; and only very small proportions – 4% of Bengalis, 4% of Gujeratis, 2% of Punjabis, 16% of Chinese, and 2% of the refugee groups – respectively reach the 'ceiling' (scoring 91+ points and having very good scores on the listening test). These figures are for those not born in Britain: to estimate the achievement level of the corresponding population groups, the figures would have to be adjusted to

include those born in Britain. In addition, the figures for the South Asian groups would have to be further adjusted because these samples had been pre-selected to exclude those for whom English was the main spoken and preferred reading language and who had a British qualification. A best estimate for the South Asian communities, whether or not born in Britain, is that 16% of Bengalis, 41% of Gujeratis and 29% of Punjabis would reach a level of 'survival competence'.

As expected, younger people perform better than those in older age groups. Overall men perform better than women but this is almost entirely accounted for by their higher probability of being in the labour market – indeed women in full-time employment score better than men in full-time employment. Other 'traditional' criteria of socio-economic classification such as tenure status do not discriminate. The importance of employment status is however ambiguous: it might provide the opportunities to meet and learn with colleagues; it might also be that those with good skills get jobs.

Previous educational experience – whether overseas or in the UK – has a powerful effect; and recall of English lessons is also strongly associated with attainment. Moreover, those who went to school prior to coming to the UK are more likely to have had English lessons overseas: there is a mutually reinforcing cycle. When asked how well they understood, read, spoke or wrote English, respondents in general overrated their proficiency; but, in comparisons between respondents, the self-assessment score is a very good relative indicator of their proficiency with correlations of over 0.8 between their self-assessment and their total points on the written test. Taking all factors into account, it is relatively easy to characterise those at the bottom (elderly, female, out of the labour market and with little previous schooling) and those at the top (young, in employment, and with substantial previous schooling). The inter-relation between all the factors, however, makes it difficult to identify the most important factors discriminating between, say, those who are functionally illiterate and those who have some, albeit very limited, competence or between those who are at a level of 'survival competence' and those who are competent to study and work. Some progress can be made within a multi-variate framework especially as the extent to which the differences between respondents' scores on the written test can be accounted for in terms of simple socio-demographic variables is startling. This analysis confirms, for example, that the effect of gender disappears being accounted for by employment status and prior educational experiences. Moreover, it is also noteworthy that, after all these factors have been taken into account, the refugee groups perform best.

The results of these analyses can be combined with data from the Sample of Anonymised Records from the Census to generate estimates of the numbers reaching or not reaching – various levels in different regions of the country. The procedure is explained in Chapter 8 and illustrative results presented. There is a substantial 'unmet' need out there. The fact that a quarter of those not born in Britain were unable to attempt even the simplest tasks and that nearly three quarters are below 'survival competence' is a graphic marker of the problems. It is inadequate to rely on social learning as those most in need are least likely to be exposed. There has to be formal provision which is at the same time acceptable to these communities.

Acronyms

ACACE	Advisory Council for Adult and Continuing Education
ALBSU	Adult Literacy and Basic Skills Unit
ALUS	Adult Language Use Survey
BMEC	Black and Minority Ethnic Community survey
CLE	Community Languages and Education project
CME	Centre for Multicultural Education
CRER	Centre for Research in Ethnic Relations
CSE	Certificate of Secondary Education
DICE	Department of International and Comparative Education
ED	Enumeration District
ELR	Exceptional Leave to Remain
ESOL	English for Speakers of Other Languages
ESWCA	Ealing Somali Welfare and Cultural Association
ETS	Educational Testing Service
HEA	Health Education Authority
ICRA	International Centre for Research on Assessment
IEA	International Association for the Evaluation of Educational Achievement
ILEA	Inner London Education Authority
LINC	Language Information Network Co-ordination project
LMP	Linguistic Minorities Project
MORI	Market Opinion Research International
MSU	Migrant Support Unit
NFER	National Foundation for Educational Research
NVQs	National Vocational Qualifications
PIL	Project Information Leaflet
RC	Refugee Council
SARS	Sample of Anonymised Records
SAS	Small Area Statistics
TEC	Technical Education Council
YCP	Yemeni Community Profile

CHAPTER 1

Background to the Project

1.1 Introduction

In September 1994 the Basic Skills Agency, formerly the Adult Literacy and Basic Skills Unit (ALBSU), commissioned a joint research team from the University of London Institute of Education and Market and Opinion Research International (MORI) Social Research Unit to conduct an assessment of English language needs amongst adults from minority linguistic communities. The primary objective of this six month project was to provide an objective assessment of the English language needs of adults from eight such linguistic communities.

The linguistic communities selected for inclusion in this research were speakers of Bengali, Gujerati, Punjabi, Chinese languages, Serbo-Croat, Kurdish, Somali and Tamil. The former three languages were chosen because of their numerical significance and the research team's access to an existing sample frame (N = 8,000). Similarly, Chinese languages were chosen because of the numerical significance of speakers of Chinese languages in Britain. The other four linguistic communities were chosen to meet the Basic Skills Agency's request for the inclusion of four groups of recent refugees.

The research had a number of distinct components:

- identifying and consulting with community groups to generate samples
- analysis of combined sample of Black and Minority Ethnic Community Survey data (conducted by MORI on behalf of the Health Education Authority in 1992/3) to establish target substrata
- identifying and analysing examples of appropriate tests
- developing the questionnaire and survey instruments (ie. writing/compiling, piloting and - where appropriate - translating)
- training, briefing and supervising the interviewers
- main fieldwork

- coding and developing methods of analysis
- producing synthetic estimates using the Sample of Anonymised Records from the 1991 Census for populations of about 120,000
- developing a tool kit for lower levels of aggregation using the Small Area Statistics.

1.2 Definition of Terms

A number of terms used in this research require clarification and definition. *Minority linguistic groups* is used to describe people who were born in, or have family origins in, countries where the mother tongue is a language other than English, rather than territorially-based minorities, such as Welsh and Gaelic speakers. Many members of linguistic minorities are people who have settled in the UK, largely in urban areas, since the mid-twentieth century and their descendants. It should, however, be recognised that most of these minorities have had connections with Britain since the nineteenth century or before. Somali communities, for example, often seen as being of recent origin, have been a feature of many cities since the turn of the century. The use of the term *group* here implies no more than a population which has a language other than English as its mother tongue or its language of preference.

The development of a multitude of minority linguistic groups in Britain has resulted from several factors. The Linguistic Minorities Project (LMP) (1985:30) asserts that "The populations and languages can be broadly classified along two intersecting dimensions, as well as a time axis" and suggests that most people came either as migrant labour or as political refugees, from either previously colonised countries or from European countries. Jones (1993:30) makes the point that "a case could be made for saying that most migrants are refugees of one sort or another" and that "the term 'economic refugee' could be applied to the great majority of migrants who have settled in the UK since 1945." For a fuller discussion of the development of linguistic minority groups in Britain see Alladina and Edwards (1991a and 1991b) and LMP (1985:30-104).

As they reflect the ideological position of those framing the definitions, it is important to recognize that "definitions which continue to classify certain minority communities as migrant communities help to sustain a climate of marginalisation" (Jones 1993:30). Equally, narrow categorisation by ethnicity, such

as ethnic monitoring in censuses, is increasingly problematic. This is particularly so for second and third generations and people of dual or multiple ethnicity such as, for example, those with an 'Afro-Saxon' heritage.

Similarly, as the LMP (1985:19) points out, "The impossibility of giving a satisfactory definition of a linguistic minority in purely linguistic terms derives from the difficulty of settling two crucial issues on the basis of linguistic data alone." These issues are the problems of a) defining what constitutes a "language" and what the boundaries are between particular languages (eg. Bengali & Sylheti and Gujerati & Kachchi) and b) deciding who qualifies as a "user" of any particular "language" – is self-definition (irrespective of the level of measured competence) accepted or is a more "objective" measure appropriate and/or feasible?

Whilst the construction of a valid and widely acceptable definition of *"linguistic minorities"* is problematic, the term is used to denote a concern with both language and minority-majority relations, at a national if not at a local level. As a 'common sense' starting point, this research takes a linguistic minority as any group of people who see themselves as sharing a language or languages other than English.

Any simple 'objective' definition needs to be qualified by users' perceptions of what they see as their language(s). For example, many linguists see Serbo-Croat as a "language" on the basis of the high level of mutual oral comprehensibility for all or most of its users. However, many Serbians, Croatians and (Muslim) Bosnians insist on a greater, perhaps symbolic, distinctiveness by naming their language as Serbian, Croatian or Bosnian.

Clearly, language is but one of the indicators of ethnic group identity. Any one definition can fully represent neither the complexities of linguistic identity and variation, language shift and bi- or multi-lingualism nor the social and economic position of most members of linguistic minorities in Britain.

1.3 Previous Research

A wide literature focuses on educational issues related to the presence in British schools of children whose mother tongue is other than English. However, relatively little literature exists on language issues and linguistic minority adults. Whilst "data on children can provide useful guidelines to the languages spoken

and requirements of parents of the children" (Owen and Taylor 1994:24) the quality of the data collected rarely allows estimation of language training requirements. According to Owen and Taylor (1994:26), a telephone survey of local authorities only revealed one (Camden) that could provide information on the numbers of speakers of each minority language, their proportion of a relevant population and some measure of their (self-assessed) English language ability.

The first substantial national research on minority adult language use in England and Wales was that conducted by the Linguistic Minorities Project (LMP). This project, which was funded by the Department of Education and Science and based at the University of London Institute of Education, took place from September 1979 to April 1983.

The overall aim of the LMP was "to provide an account and analysis of the changing patterns of bilingualism in several regions of England, and to develop and assess varied methodologies for the study of the processes of language change and shift" (Community Languages and Education project (CLE)/LMP Working Paper No.10, 1984:89). The focus was thus on contributing to "the development of policy on bilingualism and mother tongue teaching, at both national and local level" (CLE/LMP Working Paper No.10, 1984:5) rather than on the English language needs of minority group adults.

The LMP had four components. Three of these, the Schools Language Surveys, the Secondary Pupils' Survey and the Mother Tongue Teaching Directory, focused largely on the linguistic diversity and perceptions of language of children and young people, in both formal and non-formal learning situations. Only one component, the Adult Language Use Survey (ALUS), had a focus on adults.

The ALUS was conducted during 1980 and 1981 in Bradford, Coventry and London. These cities were chosen "in order to give a geographical spread, and to allow us to work with eleven of the nationally most numerous linguistic minorities which are represented in those cities" (LMP, 1985:135). The languages chosen were Bengali, Chinese (Cantonese), Greek, Gujerati, Italian, Punjabi (Gurmukhi script), Punjabi (Urdu script), Polish, Portuguese, Turkish and Ukrainian.

The ALUS sampling frame was constructed from electoral registers, telephone directories and names provided by local authorities and community groups. The target sample sizes for most linguistic minorities were between 200 and 300, with Polish, at 400, as the largest. Whilst a target sample size of at least 200 was seen as

desirable in order to give meaningful breakdowns between different groups of respondents (eg. by sex and age) this was not always possible. As a result, the total target sample size for Ukrainians (all in Coventry) was 50.

Using over 100 bilingual interviewers from the different linguistic communities, 2,516 adults (target = 2,675) were asked about their "language skills and learning history, literacy, language use in the household, at work, in the community and attitudes towards language teaching provision" (CLE/LMP Working Paper No.10, 1984:89). The ALUS interviews were conducted entirely in the mother tongue, except where respondents initiated a language switch into English or specifically asked interviewers to use English. Mother tongue usage was both possible and preferable because the focus of the survey was on the mother tongues of linguistic minorities rather than on their English language needs.

The Language Information Network Co-ordination Project (LINC), also based at the Institute of Education, continued to December 1984. LINC's main focus was the dissemination of LMP's objectives, methodologies and findings (CLE/LMP Working Paper No.10, 1984:91).

The Community Languages and Education Project (CLE), again based at the Institute of Education, conducted a second stage analysis of LMP/ALUS between May 1983 and April 1985 (CLE/LMP Working Paper No.10, 1984:90).

In 1994, the University of Warwick Centre for Research in Ethnic Relations (CRER) reported to the Basic Skills Agency the results of research on the number and characteristics of speakers of whose first language is not English. The research consisted of three main elements. These were:

1. "a review of the research literature and documentary evidence on the nature and magnitude of linguistic minorities in England and Wales" (Owen and Taylor, 1994:1);
2. a telephone survey "to collect local sources of language information" (Owen and Taylor, 1994:1);
3. "an alternative approach to generating information on language use, through the construction of estimates based on the ethnic group and country of birth of individuals" (Owen and Taylor, 1994:1).

The research "demonstrated that there is very little quantitative information available on the nature and characteristics of linguistic minorities in England and Wales" (Owen and Taylor, 1994:71).

A major summative work on multilingualism in Britain (Alladina & Edwards, 1991a & 1991b), for example, was based largely on data from the LMP and the Inner London Education Authority (ILEA) Language Censuses (1978, 1981, 1983, 1985, 1987 & 1989). The latter were based on individual class teacher and school returns, collated by the ILEA Research and Statistics Branch.

Whilst relatively little work has been done at a national, or "multi-centre", level, there are some examples of geographically more restricted research. This type of research has mostly focused on a relatively small geographical area or on one or a limited number of linguistic communities. Such language surveys and English language needs assessments have often been conducted as part of wider surveys. For example, both the Islington Somali Community Survey Report (1994), undertaken as part of the Healthy Islington 2000 Refugee Needs Assessment Programme, and the Brent and Harrow Refugee Survey (1995), conducted by the Brent and Harrow Health Agency, Brent and Harrow Refugee Groups and North West London TEC, included some research, using self-assessment questions, on English language needs.

The Sheffield Black Literacy Campaign, which started in 1988 "is now firmly established in Sheffield's Yemeni, Pakistani, Bangladeshi and Somali communities" (Ahmed, 1992:209). Whilst its primary focus has been on addressing illiteracy through innovative, community empowering activities, this campaign has been based on both research, such as the Yemeni Community Profile (YCP), and "circumstantial information by community groups and the Adult Service" (Gurnah, 1992:197). The YCP, conducted in February 1987, used self-assessment questions to reveal "that 82% of men and 67% of women defined themselves as not fluent in English" (Gurnah, 1992:196). This matched suspicions "that between 50 – 80% of adults originating from Bangladesh, Somalia, Pakistan were illiterate in English" (Gurnah, 1992:197).

In 1994, the Home Office commissioned the University of Salford to research the housing and employment needs of refugees. Potential respondents were approached through their community groups and other agencies. This research, which involved interviews with 263 refugees with origins in a wide range of countries, included some self-assessment questions on their competence in English. The report revealed that "None of the respondents had English as their first language, although many were multilingual. Fewer than a third arrived with sufficient English to cope with most situations. Over a quarter had no English at

all." (Carey-Wood, Duke et al, 1995:99). English language ability was seen as one of the main determinants of success in the housing and employment fields.

In summary, there has been very little research on the English language abilities and needs of linguistic minority adults. Research that has been conducted appears to have been exclusively based on self-assessment. This has a number of inherent problems as each respondent can interpret the categories used differently. Clearly, asking respondents whether they, for example, speak, read or write either minority languages and/or English "fairly well" or "very well" covers an enormous range of interpretations and abilities. Compared with Yemeni men, the lower percentage of Yemeni women in Sheffield who self-declared themselves as "not fluent in English" may perhaps be less an indication of (any lesser) competence in English than of the (correct) perception that they are using English not only in different but also more restricted contexts.

1.4 English Language Needs and the Provision of Learning Opportunities

The fact that "literacy is a social construct whose definition has evolved historically, often in response to broad economic transformations" (CERI, 1992:13) implies that there are differing, context-specific, ways of defining what we mean by literacy, language needs[1] and basic skills.

The Basic Skills Agency defines basic skills in English as "the ability to read, write and speak in English .... at a level necessary to function and progress at work and in society in general" (ALBSU, 1993:1). Whilst this statement is open to interpretation, a number of assumptions are made for the purposes of this research.

These are that:

1. the "level necessary" depends on particular circumstances, particularly in relation to different working situations. It is perhaps more appropriate to think in terms of *levels* of competence, rather than one level.
2. "function at work" encompasses the search for, as well as, functioning at, work.

1. Need is almost always a relative concept (pace Bradshaw 1972, Townsend 1981, cf Sen 1992). Here need is perceived in relation to the present English language situations of linguistic minority adults, and their ability to function independently in domestic, social and workplace contexts.

3. "society in general" is taken to mean the situation and circumstances that characterise people's daily lives. In this sense, literacy skills include using printed and written information commonly encountered at home, at work and in the community, including information relating to official and governmental agencies with which people are in regular contact.

Past and present provision of English language learning opportunities has been, and is, largely locally determined and planned, mostly within local authorities and/or areas served by the numerous minority community support groups, acting with or without local authority assistance. We conducted a telephone survey at the start of this project of over half of the Racial Equality Units and local councils in London. This indicated that there is relatively little centralised knowledge or decision making regarding provision of specific English language opportunities for minority adults, provision (and the planning for provision) being largely the preserve of Adult and Further Education Colleges or local community groups. There is a "concern that organisations may be developing policies and initiatives in the absence of reliable data and information on the groups affected by such policies" (Owen and Taylor 1994:24).

1.5 Outline of the Report

Assessing the needs (whether for education, for health, or for social services) of minority or marginal population is not easy for several reasons. There are two major problems. First, the difficulty of identifying the members of the population; and so the next chapter documents the procedures used to identify appropriate samples of South Asian, Chinese and Refugee groups. Second, the problem of assessment itself is difficult: not only is it inappropriate to adapt a test constructed for majority populations, the assessment process is itself more problematic; and so the third chapter focuses on the problem of constructing an appropriate test of functional literacy for speakers of English as a second language. These problems generated practical difficulties in carrying out the research which are detailed in Chapter 4.

After these extensive and very important preliminaries, the remainder of report follows the more traditional design. In Chapter 5, the approach to analysis is documented, and in Chapter 6 and 7, the results both of the questionnaire survey and of the testing are presented. These provide the foundation for both the concluding chapter (Chapter 8) and the executive summary.

Choosing the Target Sample Populations

2.1 Introduction

This research focuses on three main target sample populations. These are:

1. South Asians
2. Chinese
3. Recent refugees

The total target sample size was 1,200, to consist of 800 South Asian respondents, 200 Chinese and 200 recent refugees. The last was to consist of 50 respondents from each of four linguistic communities.

2.2 South Asians

As noted in the proceeding chapter, South Asians were chosen as a sample group partly because of their numerical significance and partly because of the research team's access to a previously constructed sample frame (N = c.8,000) which had formed the basis of the Black and Minority Ethnic Community survey (BMEC) conducted by MORI on behalf of the Health Education Authority (HEA) in 1992 and 1993.

Substantial English "illiteracy" amongst South Asian groups has been found, even amongst the second generation (Rudat, 1994). This is perhaps not surprising given the "toll of cultural barriers" (Hall, 1995) as confirmed by recent findings on the degrees of social isolation experienced by minority ethnic groups (Owen and Taylor, 1994).

The BMEC sample frame had been obtained by screening households in areas throughout England and Wales, the areas being identified, on the basis of the 1981

Census, as including more than 10% of any one of the following sub-groups; Bangladeshis, East African Asians, Indians, Pakistanis. Whilst this did not generate a strictly nationally representative sample of these subgroups (being biased towards urban areas where linguistic minorities tend to be clustered – 87 per cent of the target communities lived in the sample urban areas) it does provide a realistic sampling frame.

For this project, we have taken only the records of those who were interviewed in the BMEC survey (N=2 619). This source is particularly valuable for our purposes, since it includes information not only on name, address and ethnic group of respondents but also on all languages spoken, self-assessed literacy and educational qualifications by which the sample can be stratified in order to ensure adequate coverage of several important influencing variables.

Given that this 'frame' includes only those who responded to the earlier survey, it is of course even further removed from a representative sample. However, calculations on the original survey do not suggest undue bias (HEA/MORI, 1995).

Initial analysis of the pre-existing sampling frame was carried out by experimenting with variables reflecting self-assessed English speaking and reading ability, preferred reading language as well as educational qualifications (obtained in the UK or elsewhere) whilst controlling for age, gender and generation. Whether or not individuals were first or second generation seemed to make very little difference other than as reflected in their educational qualification, so this variable was not included in the stratification of the sample frame.

The sample was stratified by language groups and by a measure of literacy in English. Language groups were considered a more suitable variable by which to stratify the sample than self-assessed ethnicity or other ethnicity variables. The total sample frame consisted of 2,619 complete records. The first step was to exclude all those outside the age range of the target sample, 16-64 years old, which reduced the number of records available to 2,501. This sample was then divided up into four language groups; Bengali, Gujerati, Punjabi/Urdu and Punjabi/Gurmukhi. The variables used to assign records to one of the language groups were; the main language spoken, languages spoken at home, languages spoken at work, other languages spoken, self-reported ethnicity, place of birth and religious affiliation.

The following criteria were applied:

BENGALI
- Main language spoken is Bengali or Sylheti

or
- if the main language spoken is English then Bengali and/or Sylheti is spoken at work or home.

GUJERATI
- Main language spoken is Gujerati or Kachchi

or
- if the main language spoken is English then Gujerati and/or Kachchi is spoken at home or work.

PUNJABI (U)
- Main language spoken is Punjabi

or
- if the main spoken language is English, then Punjabi is spoken at home or work.

and
- religion is not Sikh

and
- self reported ethnicity is described as Pakistani or the respondent or their parents were born in Pakistan.

PUNJABI (G)
- Main language spoken is Punjabi

or
- if the main spoken language is English, Punjabi is spoken at work or home

and
- religion is Sikh.

In total 2,061 records could be assigned in this fashion to one or other of the four language groups. Contacts where a single language could not be identified or where only languages other than those above were spoken or where the main language spoken at all questions was English were excluded from the sample frame.

The sample was stratified by literacy strata in order to provide information which can be adjusted to different educational levels. The sample was divided into the following literacy strata:

Stratum 1 Unable to read in any language

Stratum 2 Literate in a language other than English and English is not the preferred reading language. No qualifications.

Stratum 3 Literate in a language other than English and English is not the preferred reading language. With qualifications.

Stratum 4 English is preferred reading language but English is not main spoken language. No qualifications.

Stratum 5 English is preferred reading language but English is not main spoken language. With qualifications

Stratum 6 English is preferred reading language and is also main spoken language. No qualifications.

Stratum 7 English is preferred reading language and is also main spoken language. With qualifications.

The definition of educational qualifications, used in stratifying respondents by literacy strata, includes all British qualifications above a minimum of the Certificate of Secondary Education (CSE) (or currently GCSE's below Grade C) or the equivalent vocational qualifications and all formal qualifications obtained from countries other than Britain.

Stratum 7 consists of those who have English as their preferred reading and speaking language and also have educational qualifications. Since the target population for this survey is those whose mother tongue is not English those falling into Stratum 7 were excluded from the sample because it was assumed they did have English as their first language. The final sampling frame consisted of 1,796 respondents falling into the language groups and literacy strata as follows:

Table 2.1: Sampling frame for South Asian respondents, by language and literacy strata

Language Group	*Stratum 1*	*Stratum 2*	*Stratum 3*	*Stratum 4*	*Stratum 5*	*Stratum 6*	*Total*	*Stratum 7*
Bengali	88	284	136	30	12	67	617	35
Gujerati	23	178	89	53	38	63	444	166
Punjabi (U)	139	168	103	57	0	68	535	0
Punjabi (G)	22	70	45	16	14	33	200	64
Totals	272	700	373	156	64	231	1796	265

This did allow some second generation members of minority ethnic groups to be included (in fact, in this sampling frame 143 had been born somewhere in the British Isles). Subsequently, it was decided to analyse these second generation respondents separately from the main sample. At the analysis stage, it was also agreed to combine both the Punjabi groups: their spoken languages were seen as more similar than the languages of other groups which were not separated (for example, Cantonese and Mandarin)[2].

2.3 Chinese

The Chinese community constitutes Britain's third largest ethnic minority after those of West Indian origin (for whom any difficulty with English fluency is judged to be more a problem with school provision) and those from the Indian sub-continent. Figures from the 1991 Census show that 0.3% of the total UK population (ie. 157,000) are of Chinese origin. Researchers have paid relatively little attention to the Chinese community in Britain (Wong, 1991; Parker, 1994). This is perhaps partly because of their substantial involvement in the catering trade, the long, unsociable hours of which makes them a difficult group to research. Equally, the dispersed nature of the community and the fact that where Chinese are concentrated in cities they are not the largest minority group and are therefore often overlooked, may have perpetuated this relative neglect (Wong, 1991).

The lack of English language skills is often cited as an important factor at the root of many of the problems which the Chinese community in Britain experiences. The Federation of Chinese Associations acknowledges that a lack of English is often the underlying problem to other factors such as an ignorance of British law and the welfare services (Home Affairs Committee, 1985). Among the reasons put

2 There are several reasons why they should be treated as one linguistic community for the purposes of this report:

- we are primarily interested in linguistic markers rather than others, for example, nationality, religion, etc.
- each form of Punjabi is easily comprehensible to the other group and probably more so than Bengali/Sylheti and Gujerati/Kachchi
- we have not separated Bengalis into Indians/Hindu Bengali speakers and Bangladeshi/Muslim Bengali speakers
- the distinction between the two groups of Punjabis is based on nationality, religion and script and not on spoken language; however, many Pakistani Punjabis write in a different language (for example, Urdu) rather than Punjabi in Urdu script
- to be consistent, if we had had separate groups of Punjabis we should have had separate groups of Kurds (Kurmanji script used in Turkey and parts of Iraq) and Kurds (Sorani script – part of Iraq) although there is a high level of mutual comprehensibility between all/most Kurds, and probably separated Bosnians as well!

forward for the lack of English skills is a lack of time, lack of social contacts with the majority population, the poor educational background of those from Hong Kong, a feeling that English is difficult to learn, a lack of awareness of available classes and the unsuitability of existing ESOL teaching provision (Parker, 1994).

There is no clear indication of English literacy levels among the Chinese population. However, what evidence there is suggests that there are significant groups who have difficulties. Among the Chinese population researched by the ALUS (LMP, 1985) 53 per cent reported that they understood and spoke English very or fairly well and 41 per cent reported reading and writing English fairly or very well. The East London Health Survey (1992) conducted by MORI found that 16 per cent of the Chinese population within the sample spoke little or no English and 17 per cent read little or no English. This lack of English is not simply related to the date of entry to the country; a small scale survey of the Chinese community in Tameside found that people who have lived in Britain for 30 or 40 years may still have little or no English (Kwai Sum Lee, Phillpots et al, 1994).

The Chinese sample for this survey was taken from London, where over half of Britain's Chinese population reside. First generation Chinese mostly come from Hong Kong, China, Singapore, Malaysia and Vietnam. Whilst the Chinese community in Britain speak a number of different languages, "Cantonese is the lingua franca within the Chinese community" (Wong, 1991a:199). Interviews were therefore conducted in this common spoken language.

The sample was identified by selecting electoral wards shown by the census to have a high percentage of Chinese population and then selecting individuals from Chinese households identified from the electoral register. The 1981 and 1991 censuses were the first in Britain to include a question about country of birth, the forms asking people to chose one of 7 pre-coded categories (White, Black-Caribbean, Black-African, Indian, Pakistani, Bangladeshi and Chinese) or identify themselves as mixed origin or other. The census information was used in order to identify the 25 Enumeration Districts (EDs) within Greater London which have the highest percentage of the population which recorded themselves as Chinese. The wards in which these EDs lie are listed below along with the percentage of the population which recorded themselves as Chinese.

Table 2.2: London Enumeration Districts with the highest percentages of Chinese

Enumeration Distnct	*% Chinese*	*Enumeration District*	*% Chinese*
1. West End (b)	18.0	14. Ferndale (a)	11.5
2. Millwall	16.9	15. Larkhall (b)	10.8
3. West End (a)	16.7	16. Brownswood	10.6
4. Liddle (a)	15.2	17. West Hendon (b)	10.5
5. West Green	13.5	18. Eelyn	10.3
6. Stockwell	12.7	19. Liddle (c)	10.3
7. Highbury	12.6	20. Chatham	10.1
8. Ferndale (b)	12.6	21. Larkhall (a)	9.7
9. Liddle (b)	12.1	22. West Hendon (a)	9.6
10. Cricklewood	11.9	23. Hampstead Town	9.3
11. Colindale (a)	11.8	24. Bloomsbury	9.2
12. Angel	11.8	25. Blackwall	9.2
13. Colindale (b)	11.7	-	-

MORI's in-house sampling unit produced a full street listing of each of these EDs which was then matched to the 1994 electoral register. A name search of all the households within these streets on the electoral register was conducted in order to identify Chinese residents. Where households with more than one Chinese resident were identified only one member of the household was chosen, at random. This process generated a sample of 348 potential respondents.

Once these potential respondents had been identified a further screening process was carried out by the interviewers on the door step. Interviewers were instructed to confirm that the household member was Cantonese speaking and Chinese or of Chinese ethnicity. A percentage of the respondents identified by the name search were ethnic Vietnamese rather than Chinese and were therefore excluded from the sample. However, ethnic Chinese refugees from Vietnam (people of Chinese origin with Vietnamese nationality) who speak Cantonese, were included in the sample. In cases where the named respondent had moved from the household interviewers attempted to discover the forwarding address of the respondent and, where possible, to conduct an interview at the new address.

2.4 Refugees

Before giving an account of how interviewers and samples of respondents were selected, it is first necessary to detail how the four recent refugee linguistic communities were chosen.

2.4.1 Choosing four refugee linguistic communities

The UK subscribes to both the 1951 United Nations Convention and the 1967 Protocol relating to the Status of Refugees. The former defines a refugee as someone who has left his or her own country "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion" (United Nations, 1951). As there are no internationally agreed standards for deciding who is covered by this definition, individual governments decide their own criteria (Rutter 1994b:34).

In the UK context, an asylum-seeker is someone who has left their country of origin, and has made an application for asylum to the Home Office. A person usually has to be in the UK to make an application for asylum, although the government has accepted people as 'quota' refugees before they have arrived in the UK, either as part of a resettlement programme or to join their family.

"Recent" was agreed as applying to those people who have entered the UK in the last three years, that is during 1992, 1993 and 1994. It was hoped that this relatively short period would give some insight into the needs of new settlers on, and soon after, arrival. It was, however, recognised that, whilst the information gained would provide a snapshot picture of the differing needs of four particular linguistic communities, it could not pretend to be a representative sample of all refugees.

The initial activity in developing the sample frame for recent refugee groups was to choose which four groups were to be sampled. In order to build up a reasonably representative picture a number of criteria were taken into account. These were:-

1. Official status and numerical size, by nationality
2. Mother tongues/language(s)
3. Geographical spread of origins
4. Geographical spread within England & Wales, particularly the in-London/out-of-London balance
5. Ease of contact/likelihood of cooperation.

2.4.1.1. *Official status and numerical size, by nationality*

The Home Office uses three main categories to denote the official status of those people commonly known as refugees. These are:-

1. those people who are officially recognised as refugees and granted asylum ie. leave to remain for four years. At the end of this period they may apply for indefinite leave to remain, or settlement
2. those people who are not officially recognised as refugees but who are granted exceptional leave to remain (ELR). ELR is most frequently granted for three years. New applications need to be made if a renewal of ELR is sought. Those granted ELR may apply for settlement after seven years with that status. People with ELR do not have the same rights as those granted full refugee status eg. to family reunion
3. those people for whom an official decision regarding their application for refugee status has not yet been made. Currently, the Home Office may take two to three years to make a decision in some cases.

According to Rutter (1994b:30) "Until 1985 asylum-seekers and refugees faced few restrictions. But since then they have been increasingly viewed as another group of primary immigrants, and hence people to be kept out. Legislative and policy measures have been enacted to effect this aim." These measures have included the erection of barriers to entry, such as the imposition of visa requirements (for example, on people from Bosnia, Serbia and Macedonia since 1992), and the tightening of criteria by which asylum-seekers can be granted full refugee status. This has resulted in a significant change in the pattern of Home Office decisions on applications by asylum-seekers. In 1982, for example, 59 per cent of asylum-seekers were granted refugee status, 12 per cent ELR and 31 per cent were refused. In 1993, 7 per cent were granted refugee status, 48 per cent ELR and 46 per cent were refused (Rutter 1994b:34).

In addition, there are those people who are living in the UK without official status, having entered illegally or having overstayed any officially permitted period to remain in Britain, such as that given on a visitor's or student's visa. According to Rutter (1994b:23) "Demographers estimate that there are between 300,000 and 500,000 people living in Britain without the correct documentation." As an example of this, Rutter (1994b:257) states that "The Migrant Resource Centre estimates that 80 per cent of Colombians in Britain are visa overstayers." There are obvious difficulties in trying to quantify the extent of illegal migration and/or the extent of "overstaying", as well as in trying to identify the main nationalities and/or linguistic communities involved.

In judging which communities to sample, consideration was given to Home Office statistics, most of which are collated by nationality, for the three official categories described above. The numbers of applications made, but for which decisions are still outstanding, are shown in the Appendix to this chapter. Whilst these people are living in the UK, and therefore need to be functionally competent in English, patterns of refusal rates are clearly important in any decision regarding research with particular groups. Refusal rates have increased significantly since the mid 1980s, and particularly since changes in the Immigration Rules made in 1993. Moreover many applications by asylum-seekers are not given full consideration, but are refused under 'fast-track procedures', where an application is judged to be 'without foundation' on, for example, such grounds as the third country rule. This states that an application is not admissible if the applicant has come to Britain via a third country deemed safe by the Home Office.

Some nationalities experience very high refusal rates. For example, the rate of refusals for Zaireans is over 90 per cent. According to Rutter (1994b:254) "The proportion of Zaireans being refused is higher than almost every other refugee group." Similarly, despite the emergency in Angola which generated a very large flow of refugees in 1990/91, nearly half of all Angolan asylum-seekers are refused at the port of entry, thus having no right to make an application to the Home Office. Since the 1993 Asylum & Immigration (Appeals) Act all would be asylum-seekers must make a direct unbroken journey from their country to Britain. This is virtually impossible from Angola. For those that make it, and succeed in having their application accepted, the refusal rate is still very high. This is indicated by the information in table 2.3 below: of the 5780 applications in 1991 the majority had been refused two years later.

Table 2.3: Decisions on Angolan applications for asylum, 1991 to 1993.

Year	*Applications*	*Refugee Status*	*ELR*	*Refusals*
1991	5,780	5	10	665
1992	245	10	5	3,845
1993	320	10	5	1,510

Source: Home Office/Rutter (1994:152)

In assessing which groups 'need' ESOL provision therefore, we are effectively limited to those granted refugee status or ELR. The most recent data are those for

1991, 1992 and 1993. Data for the three years to the end of 1993 for the most numerous groups by nationality, who were granted either refugee status or ELR are shown in Table 2.4 below.

Table 2.4: The most numerous groups, by nationality, granted refugee status or ELR (1991 to 1993)

Country	*Refugee Status*	*ELR*	*Total*
Sri Lanka	70	7,415	7,485
Somalia	120	5,510	5,630
Ethiopia	95	3,855	3,950
Turkey	890	2,590	3,480
Uganda	25	2,370	2,395
Iraq	420	1,625	2,045
S.E. Asians	1,610	–	1,610
Sudan	900	780	1,680
Iran	265	795	1,060
Lebanon	45	990	1,035

Source: Home Office

Notes:

1. All numbers refer to principal applicants (ie. excluding dependents) except for S.E. Asians, where dependents are included.
2. S.E. Asians refer to the separate programme for people originally from Vietnam. These people have already been recognised as refugees and are granted settlement on their arrival in the UK.
3. All figures have been rounded to the nearest 5.
4. Information is of initial determination decisions, excluding the outcome of appeals or other subsequent decisions.

2.4.1.2 *Mother Tongues / Languages*

Although the Home Office categorises asylum-seekers by nationality, this research project is primarily interested in linguistic communities.

An examination of the main nationalities in tables 2.4 and A2.1 reveals a wide range of language situations. In some, there is a high correlation between the nationality of asylum-seekers and one language. For asylum-seekers and refugees from other countries, the linguistic situation is much more complex. A brief description of the linguistic situation in relation to the twenty one nationalities identified in tables 2.4 and A2.1 is given in the Appendix to this Chapter.

The information in this Appendix suggests that asylum-seekers from Kenya, Sierra Leone, Ghana, Nigeria and Uganda have a certain competence in English and therefore do not serve the purposes of this research. Equally, a case can be made for excluding asylum-seekers from China, India and Pakistan from consideration because these countries of origin are adequately served by the other two main sample sources (i.e. South Asians and Chinese).[3] Given these assumptions, the choice of four refugee linguistic communities therefore needed to be made from the following:–

1. Tamil (Sri Lanka)
2. Somali (Somalia)
3. Kurdish (Turkey, Iraq and Iran)
4. Tigrinya (Eritrea and Ethiopia)
5. Arabic (Sudan, Iraq & Lebanon)
6. Serbo-Croat – ie. Serbian, Croatian & Bosnian (ex-Yugoslavia)
7. Vietnamese (Vietnam)
8. French (Zaire, Togo and Ivory Coast)
9. Portuguese (Angola).

2.4.1.3 *The global spread of origins*

One criterion for the selection of the four refugee groups to be researched was that they should represent a reasonable geographical range. As this study was limited to four refugee groups, and as the experiences of individual groups might be quite different, it was agreed that it was preferable to choose one group from each of four major geographical regions rather than four from, for example, West Africa. This allowed a wider mix of ethnic origin than would have been possible with a more restricted geographical range. The main linguistic communities identified above can be categorised by region, as shown in table 2.5 below:–

3 In fact, three of the 'refugees' finally sampled had originally been born in China, Hong Kong or Taiwan and spoke Chinese and so have been included in the 'Chinese' sample.

Table 2.5: Refugee Linguistic Communities by Region

Region	*Language*	*Country/ies*
West Asia	Kurdish	Turkey, Iraq + Iran
	Arabic	Iraq + Lebanon
South Asia	Tamil	Sri Lanka
South East Asia	Vietnamese	Vietnam
	Chinese (Cantonese)	Vietnam
Europe	Serbo-Croat	ex-Yugoslavia
Horn of Africa	Somali	Somalia
	Tigrinya	Eritrea + Ethiopia
	Arabic	Sudan
West and Central Africa	French	Zaire, Togo + Ivory Coast
	Portuguese	Angola

The above table indicated that, in choosing which four refugee groups to work with, two sets of choices would need to be made. These were:-

1. Between regions (ie. which 4 of the above 6 to focus on)
2. Between linguistic communities within regions (in the case of West Asia, West & Central Africa and the Horn of Africa).

The choice of which four refugee groups to research was thus made from the six possibilities outlined below.

1. Kurdish or Arabic
2. Tamil
3. Vietnamese/Chinese(Cantonese)
4. Serbo-Croat
5. Somali or Tigrinya or Arabic
6. French or Portuguese

2.4.1.4 *Geographical spread within England and Wales*

Wherever possible, it was considered appropriate to choose groups of recent refugees living in a variety of locations throughout England and Wales because the eventual aim of the project was to inform provision. Community organisations were identified largely using directories from the Refugee Council and the Migrant Support Unit. Whilst they did not provide a comprehensive listing of minority community associations and refugee support groups in England and

Wales, these directories were readily available. Given the time constraints and limited resources available to the project, the researching of a more extensive directory was not feasible.

At the time the decision had to be made about which four groups to focus on, the following numbers of community organisations representing the above linguistic and national groups (categorised by London/out of London location) had been identified:-

Table 2.6: Number and Location of Refugee Community Organisations

Country of Origin	*No. in London*	*No. outside London*
Sri Lanka	15	0
Turkey	41	0
Somalia	35	6
Ethiopia/Eritrea	26	0
Sudan	10	1
Angola	4	0
Zaire	5	0
ex-Yugoslavia	6	4
Vietnam	34	10
Iraq	6	2
Iran	9	0
Lebanon	0	0
Togo + Ivory Coast	0	0

Sources: The Refugee Council and the Migrant Support Unit

The concentration of most community organisations in London clearly reflects the concentration of refugees and asylum-seekers in the capital. The majority of refugee communities are only found, according to the above information, in London. The main groups that most differ from the majority, and thus offer the chance of a wider geographical spread of respondents, are those representing refugees and asylum seekers from Somalia, ex-Yugoslavia and Vietnam. This suggested that the choice of four refugee groups should include people from Somalia, ex-Yugoslavia (Serbo-Croat speakers) and/or Vietnam.

2.4.1.5 *Ease of contact/Likelihood of cooperation*

Ease of contact is, of course, likely to be closely linked with the number of community organisations. For each of the refugee groups, the research team aimed to gather 125 names of suitable respondents, from which to choose 50 to interview. The target number of respondents would require the participation and cooperation of a number of community organisations. As most represent quite small populations, it was considered most realistic to ask each organisation to provide the names of 25 respondents from which MORI could choose 10 to interview. Thus, for each refugee/linguistic community, a minimum of five cooperative community organisations would be needed.

Clearly, the greater the number of community organisations the greater the chance of securing the cooperation of sufficient groups and so meeting the target samples. Given the information in table 2.5 above, ease of contact was considered most likely with asylum seekers from Sri Lanka, Turkey, Somalia, Ethiopia/Eritrea, Sudan, ex-Yugoslavia, Vietnam, Iraq and Iran. In terms of linguistic communities, this suggested that the choice of four would need to be made from the following:- Tamil, Kurdish, Somali, Tigrinya, Arabic, Serbo-Croat and Vietnamese.

2.4.2 *The four refugee groups chosen*

Tamil, Somali, Kurdish and Serbo-Croat were chosen as the four linguistic communities to be the subject of this research. Reasons for these choices are given below.

TAMIL

1. Sri Lankan Tamils were the most numerous group to have decisions made (1991 to 1993) in favour of remaining in the UK.
2. Sri Lankan Tamils made the highest number of applications for refugee status between January 1991 and September 1994.
3. A sufficient number of community organisations had been identified to ensure, as far as possible, ease of contact and the likelihood of cooperation.
4. Tamils were the only significant group from South Asia. Whilst "South Asians" were being sampled as a separate group (ie. not recent refugees) these linguistic groups (ie. Bengali, Gujerati, and Punjabi) are all from the north of the sub-continent (ie. from Pakistan, northern India and Bangladesh).

SOMALI

1. Somalis were the second most numerous group to have decisions made (1991 to 1993) in favour of remaining in the UK.

2. Somalis were fairly highly represented in the list of those groups who had made applications for refugee status between January 1991 and September 1994.

3. A sufficient number of community organisations had been identified to ensure, as far as possible, ease of contact and likelihood of cooperation.

4. This group also offered the possibility of identifying respondents living outside London.

5. Somalis were the most significant group from the Horn of Africa and so were chosen in preference to Tigrinya and Arabic speakers.

KURDISH

1. Turkey (93 per cent Kurdish speaking), Iraq (approximately 50 per cent Kurdish speaking) and Iran (a smaller, unknown per cent of Kurdish speakers) were all amongst the most numerous groups to have decisions made, between 1991 and 1993, in favour of remaining in the UK.

2. Similarly, all three nationalities were represented in the list of the most numerous groups to have made applications for refugee status between January 1991 and September 1994.

3. Kurdish represented the most commonly spoken mother tongue of all asylum seekers from West Asia and so were chosen in preference to, for example, Arabic speakers.

4. The high number of community organisations representing Kurds made ease of contact more likely and the likelihood of cooperation more probable.

SERBO-CROAT

1. Whilst few have been granted refugee status or ELR, asylum seekers from ex-Yugoslavia were high on the list of nationalities/linguistic communities to have made applications for refugee status between January 1991 and September 1994.

2. The number and location of the identified community organisations suggested that there were both sufficient to ensure, as far as possible, ease of contact and likelihood of cooperation and sufficiently widely located to allow the identification of respondents elsewhere than only in London.

3. Serbo-Croat speakers (Serbian, Croatian and Bosnian) were the only numerically significant group of asylum seekers from Europe.

As most identified ex-Yugoslavia community support groups work with Muslims from Bosnia, the research team decided to use the term "Bosnian Serbo-Croat" for the language in question, as this was the term on which there was most agreement.

Several other linguistic communities were considered but finally discounted. These were speakers of Arabic, Tigrinya, Vietnamese, French and Portuguese. The reasons these possibilities were not taken up are given in the Appendix to this chapter. (Section A2.3).

Supplementary Materials

This Appendix provides supplementary material to justify the choice of refugee communities to sample.

A2.1 Applications for Nationality

The data in table A2.1 below concerning applications for nationality covers the same period as table 2:4 in the text (ie. 1991 to 1993) but also includes data for January to September 1994.

Table A2.1: Outstanding applications for refugee status (1991 to 1994)

Country	1991 to 1993	Jan. to Sept. 1994	Total
Sri Lanka	7,815	1,835	9,650
Zaire	8,525	550	9,075
ex-Yugoslavia	7,785	1,055	8,840
Pakistan	6,070	1,285	7,355
Ghana	5,790	1,505	7,295
Turkey	5,455	1,515	6,970
Angola	6,345	400	6,745
Somalia	5,035	1,205	6,240
India	4,800	1,435	6,235
Nigeria	2,615	2,900	5,515
Ethiopia/Eritrea	2,980	580	3,560
Togo + Ivory Coast	2,625	680	3,305
Sierra Leone	1,450	1,560	3,010
Uganda	2,340	255	2,595
Iraq	2,110	385	2,495
Sudan	2,010	245	2,255
Kenya	795	930	1,725
Iran	1,300	395	1,695
Lebanon	1,420	175	1,595
China	1,070	255	1,325

Source: Home Office Statistical Bulletin 17-18-19/94

Notes:

1. All numbers refer to principal applicants (ie. excluding dependents).
2. All figures have been rounded to the nearest 5.
3. Figures indicate applications made at the port of entry and in-country. They do not include applications made overseas as "information on these cases is not currently available" (Home Office, July 1994).
4. For 1992, 1993 and most of 1991, where nationality was not known, "the most likely nationality was recorded" (Home Office, July 1994).
5. All the above figures are provisional.

The two sets of figures in the above table (Table A2.1) and the text table (Table 2.5) are not mutually exclusive and cannot therefore be added together to give overall nationality totals for the 1991 to 1993/4 period. A clear distinction needs to be made between the two tables. Figures in the text table 2.5 indicate the numbers of people officially granted leave to remain (ie. asylum or ELR) and refer to principal applicants of a household only (except for South East Asians/Vietnamese) whereas those in table A2.1 indicate the potential number of asylum seekers to be granted these rights (i.e. all household members).

A2.2 Linguistic situations of Different Refugee Groups

1. Sri Lanka. Almost all asylum-seekers from Sri Lanka have Tamil as their mother tongue.
2. Somalia. Standard Somali is understood and used by almost all Somalis.
3. Turkey. Over 95 per cent of asylum-seekers from Turkey are Kurds. Most Turkish Kurds speak Kurdish, despite it being illegal to do so from 1935 until 1991. Spoken Kurdish is now legal, but its use in the media is still forbidden. Few Turkish Kurds are literate in their mother tongue, being schooled entirely in Turkish. Most Turkish Kurds speak the Kurmanji dialect, which is usually written in the Roman script.
4. Iraq. There are three main linguistic communities represented by Iraqi asylum-seekers in Britain. These are Arabs (Arabic), Kurds (Kurdish) and Assyrian Christians (Assyrian). Rutter (1994b:184) states that the "majority of Iraqi Kurds arrived in Britain after 1988" and suggests that about half of the 12,000 Iraqi refugees in Britain are Kurds. Both the Kurmanji and Sorani dialects are used in Iraqi Kurdistan. The former is used mostly north of Mosul. The latter, which is written in an modified Arabic script, is widely used in north-western Iraq.
5. Iran. Asylum-seekers in Britain represent a wide range of ethnic, political and religious groups. They include Iranian Kurds, though in smaller numbers than

those from Turkey and Iraq. As written and spoken Kurdish was forbidden from 1946 to 1979, many Iranian Kurds are not literate in their mother tongue.

6. Ethiopia. Most Ethiopian asylum-seekers in Britain have either Amharic, Tigrinya (spoken in Eritrea and Tigray) or Galle (Oromo) as their mother tongue. The Home Office has only kept separate statistics for Eritreans since independence in May 1993. Nine languages are spoken in Eritrea, although most Eritreans in Britain speak Tigrinya.
7. Uganda. Whilst asylum-seekers in Britain have a wide range of mother tongues, most have been schooled in English and, according to Rutter, 1994b:227) "adults [in Britain] are likely to speak fluent English."
8. Vietnam. Most refugees have Vietnamese as their mother tongue. Ethnic Chinese from Vietnam mostly speak Cantonese as their first language and Vietnamese as their second.
9. Sudan. Asylum-seekers in Britain are representative of almost all ethnic groups in Sudan. Despite having a wide range of mother tongues, "almost all Sudanese refugees in Britain speak Arabic" (Rutter – 1994b:212).
10. Lebanon. There are a number of different mother tongues, though most adult Lebanese in Britain have been schooled in Arabic.
11. Zaire. There are approximately 200 languages and dialects, including four official languages. Whilst all schooling is in French, competence is strongly related to the number of years of schooling. It is incorrect to assume that all Zaireans in Britain are functionally competent in French.
12. ex-Yugoslavia. Before the break up, the official languages were Serbo-Croat, Slovenian and Macedonian. Other languages included Albanian, Hungarian and Roma. Serbo-Croat was the language of government. Whilst linguists call the language "Serbo-Croat", many Serbs call it Serbian (and use a modified Cyrillic script), many Croats prefer Croatian (and use Roman script) and many (Muslim) Bosnians favour Bosnian (and use Roman script). It is easy to identify ethnic origin by accent and the use of words. Serbian, Croatian and Bosnian may use different words for particular things, but the alternatives are understood by everyone. Some names are distinctly Muslim, Albanian or Hungarian. Most of the asylum-seekers in Britain are from Bosnia, although there are small groups of Kosova Albanians, Roma and Serbian peace activists and conscientious objectors.
13. Pakistan. There is a wide range of mother tongues. Most asylum-seekers in Britain are opponents of the government. Many have some level of competence in English.

14. Ghana. There are several local languages. The official language is English. Many asylum-seekers in Britain are competent in English.
15. Angola. There are four main local languages. The official language is Portuguese. Competence in Portuguese depends on the number of years of schooling, which has been very disrupted by the 20 year civil war.
16. India. Most asylum-seekers in Britain are from the Punjab or Kashmir. Many speak some English.
17. Nigeria. There is a multitude of mother tongues. English is the official language. Many asylum-seekers in Britain are opponents of the military government. Many speak English.
18. Togo and Ivory Coast. Both countries have a number of mother tongues. French is the official language. Competence in French depends on the number of years of schooling.
19. Sierra Leone. There are several local languages. English is the official language. Most asylum-seekers in Britain are opposition politicians and middle class families. Many speak English.
20. Kenya. There are many local languages. Kiswahili and English are the most widely used languages. Most asylum-seekers in Britain are opponents of the government or those fleeing inter-ethnic conflict in western Kenya. Many speak some English.
21. China. Most asylum-seekers are opponents of the government. They represent most of the main Chinese languages.

A2.3 Reasons for Not Choosing Communities

ARABIC

1. Whilst important numerically, especially the number of Sudanese granted asylum as refugees or ELR, speakers of Arabic were less numerous than speakers of Tamil, Somali and Kurdish.
2. The number of Arabic speakers who had, between January 1991 and September 1994, made applications for refugee status was low in comparison with many others (see rows 15, 16 and 19 in table A2.1).
3. Arabic speakers come mainly from Sudan, Iraq and Lebanon. Community organisations had only been identified from Sudan and Iraq. Both of these countries are in the same geographical areas as two linguistic communities already chosen i.e. Somali and Kurdish.

TIGRINYA

1. Whilst asylum seekers from Ethiopia were the third most numerous group (between 1991 and 1993) to be granted either full refugee status or ELR, several other linguistic communities were more numerous on the list (table A2.1) of those who had made applications for refugee status between January 1991 and September 1994.
2. Whilst most asylum seekers from Eritrea speak Tigrinya, separate statistics have only been kept by the Home Office since independence in May 1993. The research team were unable to ascertain the proportion of Ethiopians who had Tigrinya as their mother tongue, as opposed to speakers of Amharic, Galle (Oromo) or other languages.
3. Somali is a more obvious choice as a linguistic community to represent the Horn of Africa.

VIETNAMESE

1. Whilst Vietnamese (called South East Asians by the Home Office) were the most numerous group to be granted asylum between 1991 and 1993, this figure (table 2.5 in the text) represents both principal applicants and dependents, whereas figures for other groups give the numbers of principal applicants only.
2. Recent Vietnamese refugees have been admitted under the Third Vietnamese Resettlement Progamme. According to Rutter (1994b:235) "The tough selection criteria and slow administrative procedures meant that by the end of the Third Vietnamese Resettlement Programme in October 1992 the quota of 2,000 Vietnamese had not been reached."
3. There do not appear to be any plans for a fourth programme.
4. The number of Vietnamese who have arrived in the UK within the last three years is relatively small in comparison with both other nationalities and with the number of Vietnamese who were admitted before 1992.
5. It has not been possible to ascertain how many of those who have been admitted within the last three years are ethnic Chinese from Vietnam rather than ethnic Vietnamese. Rutter (1994b:228) suggests that after the border dispute in 1978 "The ethnic Chinese faced restrictions on movement and some had their businesses confiscated. Many Chinese fled Vietnam." It is arguable that the English language needs of Cantonese mother tongue speakers are best assessed by the Chinese sample, rather than by including such people in one of the recent refugee groups.

FRENCH

1. Whilst asylum seekers from Zaire, Togo and Ivory Coast figure highly on the list of nationalities who have made applications for refugee status (table A2.1), most of those people who have had decisions made have been refused. This, combined with high detention rates at ports of entry, appears to be deterring French-speaking Africans from attempting to seek asylum in the UK. Certainly the number of new applicants in 1994 (January to September) is low compared with the previous three years.
2. The fragile status of French-speaking Africans in the UK is reflected in the relative lack of community organisations. The numbers identified are insufficient to ensure ease of contact or the likelihood of cooperation.

PORTUGUESE

1. Asylum seekers from Angola are in much the same situation as those from Francophone African countries, characterised by high detention rate at ports of entry, very high refusal rates and low numbers of community organisations.

Developing the Assessments and Questionnaire

3.1 Introduction

The research was designed to produce information on adults' ability to function in English in contemporary society, with particular reference to their ability to deal with the basic documents required in contacts with official agencies; to read and comprehend texts; to understand written instructions; and also to understand verbal instructions and information given in English.

The particular skills or competencies studied were defined with reference to communication skills standards earlier developed by the Basic Skills Agency, as set out in the 1992 document *"The ALBSU Standards for Basic Skills Students and Trainees."* (ALBSU 1992). The standards derive from the definition of basic skills as:

> *'the ability to read, write and speak in English and use mathematics at a level necessary to function and progress at work and in society in general.'*

These standards provide a description of how individuals use communication skills and of what is expected of an individual who is communicating competently. They were developed with respect to adult life in modern Britain, and so provided the appropriate breakdown of skills for this study. Throughout the development of the assessment exercises and questionnaire items, the emphasis was on the requirements made of adults in community life and in the labour market and employment: in other words, on adult literacy.

3.2 The Assessment Remit

Activities dependent on linguistic or communication skills can be categorised according to how far they demand reading, writing, speaking or listening comprehension skills. "Foreign" language examinations and certificates, including those run in the UK for students of English as a Second Language, frequently

assess and report in these terms; and detailed definitions of adult literacy skills (such as those embodied in the ALBSU Standards or US Adult Literacy Scales) encompass all four dimensions. The assessment battery was designed to provide estimates of respondents' level of competence in all of these, with the following specific provisos:

1. Listening skills, including the ability to understand spoken English of various degrees of complexity, were given greater emphasis than would be the case with a population speaking English as a first language. This was a characteristic shared with any 'foreign language' assessment system (including the large range of tests of English as a Foreign Language provided by English examining boards). Listening comprehension is often highly problematic for second language speakers, including many with quite highly developed reading and writing skills. Piloting confirmed that, as compared with first-language English speakers, many second-language speakers have levels of listening or aural comprehension which are far lower than one might expect from their responses to written text.

2. Activities involving conversations with other people are particularly difficult to assess because of differences in cultural norms. Assumptions about behaviour which are appropriate to and acceptable for natives of the United Kingdom may be quite inappropriate for members of other, foreign-born groups. A number of the groups interviewed for this project have cultural assumptions and norms (especially relating to women) which would make it difficult for them to display skills such as using English to obtain information from others, perform introductions, or justify and argue for a position, especially to total strangers, as most of the interviewers are of necessity. This limits the degree to which valid assessment of certain skills is possible: and these have been downplayed in the assessment battery.

Given these constraints, the assessment battery was designed to give fairly full coverage of the range of different activities or literacy skills identified in standards development projects in the UK and elsewhere, notably Australia. Of course, real-life activities frequently combine many different literacy-related skills and demands. The assessment battery was designed around tasks which were as true to "real life" as possible, and which were a source of information on respondents' ability to integrate skills and display broad competence at different levels. They therefore cannot be matched with highly specific descriptors from the standards in a simple one-to-one way. Overall, however, they provide evidence on most of the

activities which are identified as relating to two lower levels of competence in a four level system and enable clear inferences to be made about whether people are operating at such overall levels.

3.3 The Skills Measured

The content of the assessment exercises used in the survey was agreed with the Basic Skills Agency on the basis of the latter's policy priorities and the nature of the population studied. In particular, it was agreed to weight the study towards collection of information on the abilities of the less proficient English speakers. This was in order to provide as much information as possible of relevance to providers of English language classes (which recruit overwhelmingly from among those with less than fluent spoken or written English). The risk of a "ceiling effect"[4] to the tests was accepted as relatively unimportant given the policy objectives of the research. In practice, as discussed below, very little ceiling effect was apparent. The large majority of respondents had levels of English proficiency which fell well within the boundaries of the assessment.

A variety of written tasks were devised which tested respondents' ability to read, comprehend, and write English in concrete situations, relevant to everyday life and related to the specific uses of literacy skills identified in the detailed standards. In addition, a two-pronged approach was adopted to testing listening skills and understanding of oral English. This comprised:

i. Two separate, self-contained listening tests of different levels of difficulty, in which written answers must be given on the basis of a listening task. Respondents did only one, depending on the level of their English proficiency, assessed roughly by the interviewer on the basis of their progress through the written battery and their spoken English and English comprehension during interview.

ii. Measures of listening comprehension built into the written battery. Many of the questions and instructions relating to these were given verbally so that success was a function of aural comprehension. Interviewers recorded whether or not it was necessary to repeat instructions. In addition, there were alternative methods of presenting the earlier questions in the assessment, in which written English was sometimes presented as a later (easier) alternative if spoken English is not understood. This strategy recognises that, for this particular population, many of

4. A "ceiling effect" refers to a situation where a considerable number of respondents have skills of a higher level than are tested, and can complete a test with near total accuracy.

them highly literate in their own native language, written instructions are often easier to understand than spoken ones – a situation which would not occur with native English speakers.

The scoring system (as detailed below) gave differing amounts of credit according to whether answers were given immediately after spoken instructions, after spoken instructions were repeated, or only after written instructions were provided. In addition, the instruments measured whether the instructions for an assessment task could be understood in English at all. The earliest tasks in the assessment were presented in English (spoken or written) and then, if necessary, in the respondent's own language.

3.4 Levels of Skill Assessed

As noted above, it was decided to weight the assessment battery to the lower end, and obtain more detailed information on those less competent in English; and accept the corresponding 'ceiling effect' which would limit the information available on the most competent English speakers. In addition, the assessment battery was designed to provide some clear information about numbers reaching specific, substantive levels of competence. We were particularly concerned to identify how many respondents reached a 'survival' level of literacy, and how many had reached a level appropriate for further study and for work in an English-speaking environment.

A 'survival' level was defined using the Basic Skills Agency Communication Skills standards, and the precise score range and items associated with this level competence are described below (chapter 5). This 'survival' level was identified with the Foundation Level, which is the lowest level on this low point scale. In substantive terms, however, it may be seen as representing a level of written and spoken competence in English which provides for independent functioning – 'survival competence' – in an English speaking society heavily dependent on the written as well as the spoken word. Someone with this level of skills will be able to cope, independently, with the more simple written documents presented by official and community organisations (including schools and hospitals), and with simple written and spoken instructions: in other words to meet basic everyday needs without help. However, they may be able to go very little distance beyond this.

At the other end of the test scale, we measured a level of English skills which would equip someone to undertake further study, and enable them to work

independently in an English-speaking environment. (In the EC-supported LangCred database on vocational language qualifications[5], the top level of our test would be at or slightly above the third of their five levels – what they designate 'independence level'). However, as measured on our battery, someone operating at this level might nonetheless fall some considerable way short of fluent grammatical speech or writing. To give a concrete example, the 'ceiling' of the assessment battery is roughly aligned with a level on established ESOL tests which designates the ability to study in English, but not to undertake undergraduate university entry (undergraduate entry level is in turn set well below postgraduate/advanced employment levels).

3.5 The Assessment Instruments

3.5.1 *The Development Process*

Test development takes as its starting point the curriculum (or in competence-based contexts the specified outcomes), alongside, if available, information on previous and parallel test items and batteries. Nonetheless, it is a given of assessment theory and experience that the difficulty of particular instruments and tests cannot be defined completely in advance. Instruments need to be piloted first in order to explore their operating characteristics, and second in order to analyse their operational difficulty.

The first phase of such piloting is a way of determining whether items are understood by candidates in the way intended; whether the answers are comprehensible and can be related to the outcomes being measured; how long they take; how far the instructions need rephrasing. The second phase of piloting is in effect a 'dry run' and is necessary in order to examine the relative difficulty of items; whether they discriminate between high and low performers in the way expected, and if not what this implies about assessment content; and whether analysis of the results indeed provides the breadth of information and levels/cut-offs/ discriminators of the type required.

The tight deadline for the project meant that we originally anticipated that all or almost all our instruments would be taken from already-existing assessment batteries. This would have the advantage that we could relate our findings directly

5. LangCred is a new venture involving institutes from the member states of the European Union, and designed to build up a database which provides information, using consistent descriptors, of the level of language proficiency indicated by different language qualifications – general and vocationally specific.

to other information about levels, normed on large national populations. In the event, as discussed below, we were obliged to construct a considerable part of the assessment battery from scratch, but some "anchor" items remain which make it possible to compare the achievement levels of the sample directly with those in other samples and studies.

In developing the assessment items for the survey, we examined:

1. Assessment tasks developed for the Basic Skills Agency by the National Foundation for Educational Research (NFER) and relating directly to the standards.
2. Australian material relating to standards developed explicitly for populations speaking English as a second language.
3. American standardised tests developed for ESOL populations.
4. American assessment batteries developed for major national surveys of (a) youth and (b) adult literacy.
5. Informal and "functional literacy" tests developed in the United States.
6. Assessment material set by a range of English examining bodies for candidates taking qualifications in English as a second language.
7. Tests developed by UK publishers for school use.

From these, a variety of tests were developed for piloting purposes, some more or less in the form in which they originally appeared, some adapted to a greater or lesser degree, and some developed from scratch, but drawing on the formats of existing instruments and reported information about their facility rates. All the items piloted were designed to assess one or more of the communication skills standards identified by the Basic Skills Agency (see above.)

Table 3.1 below summarises the assessment tasks which were finally incorporated into the survey, while Appendix 2 reproduces these in full. Before discussing the piloting in detail, the following sections elaborate on how far we were able to draw on different sources in developing the instruments.

3.5.2 *Relevance of existing tasks and materials*

Tasks developed for the Basic Skills Agency and designed for standards-based, individual assessment. It was obviously desirable to use as many of these as possible, since they exemplify, and to some degree define, the standards of competence with which the study was concerned. At the time of the test battery

development, these tasks had themselves just been completed, and were therefore available for use, but not familiar to literacy tutors – or, therefore, to any of our potential respondents.

However, for the purposes of this survey, they had a number of serious disadvantages. We were using interviewers who had little experience with literacy testing and so needed items which were 'closed' and could be completed and coded with no room for ambiguity. This meant that some of the tasks were either unsuitable, or needed considerable modification. A second problem was the contexts used, which were often not very suitable for the populations under study. For example, a task designed to test ability to extract information from a text dealt with a rock concert, and a task involving labels and instructions was built around seed spikes. The team felt that both these tasks raised obvious problems for, say, Bangladeshi housewives or Somali refugees. Finally, again because of the different context for which they were designed, some of the tasks were simply too time-consuming.

The final assessment battery contains a number of items either lifted directly from the NFER set, or modified from other sources to give a task which was as parallel as possible, and therefore hopefully at the same level of difficulty, but with more appropriate subject matter (see Table 3.1).

Australian material. Two projects have recently been completed in Australia, devoted to the creation of detailed literacy standards for populations with English as a second language. We had hoped and expected to be able to draw on these in developing our own assessments. However, partly because they have only just been completed, and partly, it seems, because of a rooted objection to creating any form of central testing material, there are no formal banks of assessments or even exemplifications available with the Australian standards. We were therefore unable to incorporate any Australian materials directly.

American standardised tests. The United States continues to have a very large immigrant population, overwhelmingly from non-English-speaking backgrounds, and operates huge numbers of basic skills programmes for such populations. Many of these programmes are required to evaluate their own success. Such evaluations largely use one of two standardised, multiple-choice format tests available from large testing agencies. In order to compare levels, we considered incorporating some items from one of the major US tests into our assessment battery. However, when we examined the items, we found them very far removed

from the Basic Skills Agency standards' emphasis on communication skills in use. We also established, during piloting, that a multiple-choice format is totally unfamiliar to the target population for the survey and therefore quite unsuited to an assessment of their skills.

Assessment items from major US surveys of literacy. The US National Centre for Education Statistics recently commissioned a major study of 'Adult Literacy in America', carried out by Educational Testing Services (ETS). This study used a very wide range of instruments – not just multiple choice – to measure different aspects of US adults' literacy (Kirsch *et al* 1993). Only a sample of the instruments used were available to us, and the questions tended, inevitably and correctly, to be contextualised for a US population. However, we developed what were intended to be "parallel forms" in a number of instances, where the US items were measuring outcomes which were also components of our Basic Skills Agency standards subset, and where it seemed straightforward to alter contexts and vocabulary without altering the nature and difficulty of the item. A number were piloted: in the event only two modified tasks were included in the final instrument.

The US was involved in the International Association for the Evaluation of Educational Achievement (IEA) studies which look at young people's achievement. The US Government has published an unusually full report of its work, including many sample items, with 'grade equivalents' attached (US Department of Education 1994). Again, we felt it would be useful to incorporate one or two items to facilitate comparisons between our results and other international findings. It was particularly useful that the US data both paid explicit attention to the results of ESOL candidates and provided a range of items explicitly concerned with what educators know as 'reading comprehension' and which include ability to extract information and meaning from a text.[6] Again, a number of items were piloted. One was retained for the final battery because it provided a range of information, because its difficulty levels were stable, and because it proved to be a good discriminator.

Informal US tests. Dissatisfaction with the validity of US standardised tests has led a number of states and organisations to develop their own, informal batteries for ESOL populations. These are very much 'low level' in focus, concerned with what is regarded as functional literacy and correspond to a combination of

6. See especially elements 1.1, 1.6, 13.1 and 13.3 of the Standards.

'Pre-survival' and 'survival' level skills in the *ALBSU* Standards. Several such tests were obtained and provided useful pointers for developing similar material in a British context. Two of the final tasks are closely parallel to US items devised by the Centre for Applied Linguistics (Basic English Skills Test: Literacy Skills Section).

ESOL/EFL (English as a Foreign Language) tests and qualifications offered by UK awarding bodies. There is a huge market for qualifications in English, taken largely by overseas candidates but also by foreign nationals studying in this country. These qualifications are themselves grouped into roughly comparable levels by the Association of British ESOL Examining Boards, using the English-Speaking Union's nine-point scale.

Again, most of the actual items examined proved to be unusable in their original form because the contexts used were tailored to the candidate population, which is mostly young, middle-class and living outside the UK. However, some items could be used more or less intact and were incorporated in order to provide for 'level-setting'. Listening tests were particularly helpful here. The usual structure of these qualifications and tests is to differentiate between the four language skills of reading, writing, speaking and listening in a way that would not be appropriate when testing the literacy of native speakers. A variety of items was piloted. The final test battery uses two listening tests and one written task which are taken directly from the University of London Examinations and Assessment Council's graded tests in English.

UK tests for school use. These were largely unsuitable for the study, since they are concerned with very different populations, and with very different 'genres'. The literacy demanded of people in a formal academic system overlaps with but is by no means the same as that demanded by everyday life and the workplace. However, both the piloting and final assessment battery included some direct incorporations of 'cloze' test items adapted from established UK batteries. (A 'cloze' test presents sentences from which words are missing and requires the candidate to identify and write in appropriate entries.)

3.6 Piloting

The piloting of tests was conducted in London in two phases. Phase 1 was carried out in late November and early December 1994 and Phase 2 in late December and early January 1995.

3.6.1 *Phase 1*

A wide variety of tests were piloted, in varying combinations, with groups of adult students of differing levels enrolled in ESOL classes in the London Boroughs of Hackney and Tower Hamlets. Some tests were given in written form, while in others the interview situation was simulated. The first pilot was used to establish how far the tests were easy to use, understood by the students, and appeared to tap the intended skills. Some amendments were made; some tests eliminated; and the remainder grouped together into a number of possible combinations of different presumed difficulty.

These were then administered to students – again in group situations. (Only English was used.) In each case, the students' regular teacher was asked to rank the students on English proficiency.

The results of this piloting were analysed in detail. The time taken was calculated. The tests were summed to determine whether the eventual ranking accorded with the ranking provided by the teachers. Individual items were examined to see whether instructions had been fully understood. Patterns of response were examined to see whether particular items displayed a stable pattern of response (i.e. showed the same relative difficulty), and whether they provided good discrimination between respondents. Results were evaluated in terms of the need to both cover all the selected outcomes and remain within a 40 minute average assessment session.

The results of the piloting were discussed with the Basic Skills Agency and its opinion obtained on which items were of highest priority. A few items were eliminated at this point as relating more to numeracy than to communication skills.

3.6.2 *Phase 2*

On the basis of the phase 1 results and discussions with the Basic Skills Agency, a sub-set of items was selected which it was thought would provide, or come close to providing, the final assessment battery. This battery was piloted with individual volunteers in their own homes: i.e. in a situation close to that of the actual survey (though again only using English). The set of items allowed for two entry points, depending on apparent proficiency. (More proficient speakers did not complete the first items because this freed up time needed for later, more complex items.) A variety of listening tests was piloted at this stage, and the final two selected from a wider set.

The second round of piloting confirmed the feasibility of completing the tasks in the time available but led to some further slight amendments to the items and instructions.

Following the piloting the suggested final battery was submitted to the Basic Skills Agency for approval and agreed. At this stage the marking scheme was also developed, relating to the standards and also drawing on research relating to language development. (For example, it was felt important to measure complexity of syntax as well as accuracy, and this was incorporated into the marking scheme for a number of the written items.) The assessment items were formatted to allow for easy marking and coding.

Table 3.1 below summarises the composition of the final assessment battery and its relation to the different standards of communication skill. Tasks were in ascending order of difficulty.

Table 3.1: Task Descriptions and Origins

Item Number	*Description*	*Designed to assess (1-10 at pre 'survival' level 11-19 at 'survival' level and above)*	*Derivation*
1.	Library Card	Simple form: reading, writing	Informal UK & US tests/ Basic Skills Agency tasks
2.	Notice of meeting	Simple notice: reading, speaking	Informal UK & US tests/ Basic Skills Agency tasks
3.	School timetable	Reading everyday forms; extracting information; form-filling; speaking	US surveys
4.	Calendar	Reading everyday forms; extracting information; form-filling; speaking	Informal UK & US tests/ Basic Skills Agency tasks
5.	Supermarket labels	Reading everyday forms; extracting information; form-filling; speaking	Informal UK & US tests/ Basic Skills Agency tasks
6.	Telephone Directory	Reading everyday forms; extracting information; form-filling; speaking	Informal UK & US tests/ Basic Skills Agency tasks
7.	Postcard	Reading, writing	US surveys

Item Number	*Description*	*Designed to assess (Nos. 1-10 at Pre-Foundation Level)*	*Derivation*
8.	Yellow pages	Reading, listening comprehension	Informal UK & US tests/ Basic Skills Agency tasks
9.	Sentence Completion	Reading, writing	UK standardised tests
10.	Cooking Instructions (1)	Reading instructions; writing	Informal UK & US tests/ Basic Skills Agency tasks
11.	Job Application	Form filling and more extended writing	The Basic Skills Agency tasks
12.	Medicine Bottle	Reading instructions, listening comprehension	The Basic Skills Agency tasks/US surveys
13.	Cooking instructions (2)	Reading instructions, writing	Informal UK & US tests/ Basic Skills Agency tasks
14.	Letter to neighbour	Reading comprehension, everyday writing skills	The Basic Skills Agency tasks
15.	DSS Advice forms	Understanding of more complex forms; writing	Informal UK & US tests/ Basic Skills Agency tasks
16.	Sentence completion	Reading and writing	UK standardised tests
17.	Passage on the walrus	Reading comprehension and writing	US surveys
18.	Passage on Manchester University	Reading comprehension and writing	ULEAC graded tests
19.	Benefits information	Comprehension of complex forms	Informal UK & US tests/ Basic Skills Agency tasks
Listening test (A)	Description of house	Listening comprehension	ULEAC graded tests/ (level 1 of 6)
Listening test (B)	Instruction to house sitter	Listening comprehension and writing	ULEAC graded tests (level 3 of 6)

3.7 Developing the Questionnaire and Demographics

The questionnaire section of the interview was designed by MORI in consultation with the members of the research team at the Institute of Education.

One of the initial objectives of the questionnaire section was going to be to collect information on the respondents' subjective self-assessment of their spoken and written English skills in different social situations which could then be matched to the objective information collected through the literacy assessments. However, in order to collect this information in a valid and reliable method, additional information, such as the respondents' experience of each social situation, would have been needed. This was not possible in the length of time available within the interview. The objective measurement of literacy skills took priority and therefore this section of the questionnaire was not included.

The questionnaire was piloted as part of the whole interview along with the assessment tasks with several ESOL students attending adult education classes. These pilots were conducted as part of phase 2, taking place face-to-face in students' homes. As a result of the pilot several minor changes were made and the final questionnaire – included in Appendix I – covered the following modules:

1. Educational background before coming to the UK, where appropriate
2. English learning history before coming to the UK, where appropriate
3. Educational background and qualifications obtained in the UK
4. English learning history in the UK
5. Self-assessed literacy measurement (understanding, speaking, reading and writing)
6. Exposure to English in everyday life
7. Demographics

The module on self-assessed literacy is a validated module which MORI has used previously in several surveys. It was included in the Black and Minority Ethnic Groups in England Health & Lifestyle survey (HEA 1994) from which the South Asian sample was drawn. Using exactly the same module makes it possible to look at change over time of self-assessed literacy in this group.

3.8 Translation Issues

Whilst this research was primarily concerned with assessing the English language

needs of linguistic minority adults, there were naturally numerous occasions that required the use of written materials in each of the minority languages.

Firstly, a Project Information Leaflet (PIL) for potential respondents was written in English (Appendix 7) and then translated into each of the languages used by the chosen target groups. All translations were organised by the Greater London Translation Unit. For speakers of Bengali, Bosnian Serbo-Croat, Chinese, Gujerati, Tamil, and Somali one PIL was produced. For Punjabi speakers, two PIL were developed, one in Gurmukhi script and one in Urdu. For Kurdish speakers, two PIL were translated. One was made available in Kurdish and, because more Kurds in Britain tend to be literate in Turkish rather than in their mother tongue, one in Turkish.

The provision of translations was by no means a straight forward process. All translations were carried out by mother tongue speakers, except, inadvertently, in the case of Bosnian Serbo-Croat. Here, the initial translation was done by a Croat and subsequently refined by a Bosnian Muslim. All translated PILs were checked by at least one other mother tongue speaker before printing.

PILs were used both by community leaders in their initial searches for potential and willing respondents and by interviewers as official support for their work. Their utility depended very much on the levels of literacy in the target communities. In those where rates of mother tongue literacy were low, the PILs were less useful than in those where many people are literate in their first language. Even in communities where many people are literate in their mother tongue, face-to-face conversation was by far the main means of communication.

Secondly, the interview was conducted in the respondents' own language and therefore translation into the relevant languages was necessary. Translations for the South Asian samples were undertaken by translators who had done similar previous work for MORI. These people were not only experienced translators but also have experience of interviewing and therefore understand the particular requirements of a questionnaire as compared to a straight translation. Translations into Chinese, Tamil, Bosnian Serbo-Croat and Somali were carried out by the Greater London Translation Unit. Given the complex situation in relation to Kurdish, translations were undertaken by the various interviewers, who translated into the language and script (Turkish, Kurdish-Kurmanji script or Kurdish-Sorani script) most appropriate to the members of their community association.

Thirdly, MORI used the Greater London Translation Unit to translate back-checking postcards for a 10 per cent sample to verify the work undertaken by interviewers. Normally, this procedure would be conducted by telephone. The latter method was not chosen because of possible low levels of accessibility within some communities and the cost of employing extra bilingual personnel.

Organisation and Conduct of the Research

4.1 Schedule of Activities

As noted in Chapter 1, this research was conducted over a six month period between October 1994 and April 1995. This period included Ramadan and the Chinese and Kurdish New Years as well as Christmas and the (Occidental) New Year. Whilst interviewing was scheduled for February and March 1995, interviews were not conducted with Muslim communities celebrating Ramadan where this was thought likely to reduce the response rate and possibly the performance of respondents who agreed to take part.

The project involved collaboration between a number of centres. The two main centres involved were the University of London Institute of Education and MORI Social Research Unit. Within the Institute of Education, this included collaboration between the Department of International and Comparative Education (DICE), the International Centre for Research on Assessment (ICRA), the Centre for Multicultural Education (CME) and the Department of English for Speakers of Other Languages (ESOL). Despite the involvement of several different groups, the only difficulties encountered during the research were the external problems of timing indicated above; otherwise the activities were completed very smoothly.

4.2 Identifying Interviewers and Respondents

Interviewers and respondents for each of the three sample populations were identified in methodologically distinct ways. All interviewers were paid a daily rate for training and briefing and an hourly rate for each interview. Respondents were not paid.

4.2.1 South Asians

The target for the total number of interviews among the South Asian population was 800 achieved interviews. The target interviews were distributed across the

strata in such a way as to ensure an adequate representation across the language groups; 225 Bengali, 225 Gujerati, 225 Punjabi/Urdu and 125 Punjabi/Gurmukhi. The smaller proportion of 125 interviews was allocated to the Punjabi Gurmukhi group because the total number of contacts available for this language group was only 200. The target interviews were also distributed across the literacy strata as evenly as the number of available contacts would allow. The only group without a reasonable representation is Stratum 5, which is an unusual group (those for whom English is the preferred reading language but not the preferred spoken language, but who have educational qualifications). The precise breakdown of the targets for achieved interviews is as follows:

Table 4.1: Targeted South Asian respondents by language and literacy strata

Language Group	*Stratum 1*	*Stratum 2*	*Stratum 3*	*Stratum 4*	*Stratum 5*	*Stratum 6*	*Totals*
Bengali	54	54	54	16	7	40	225
Gujerati	14	64	54	32	23	38	225
Punjabi – Urdu	50	50	50	35	0	40	225
Punjabi – Gurmukhi	13	46	28	10	8	20	125
TOTALS	131	214	186	93	38	138	800

In total 30 interviewers were used to interview the South Asian sample. All were experienced MORI interviewers who had previously worked on either the Black and Minority Ethnic Communities Health and Lifestyle survey (1991/2), from which the sample for the South Asian language groups was drawn, or on the follow up survey. These surveys involved the administration of complicated questionnaires, and in some instances body measurements, so all interviewers had experience in unusual and complicated survey procedures.

One criterion for the recruitment of the South Asian interviewers was language ability. All of the interviewers are literate in at least English and one South Asian language. Many are literate in several Asian languages.

4.2.2 Chinese

The research team aimed to identify 500 potential respondents from which to make a random selection of 200 to be interviewed. Contacts were made with

numerous Chinese community organisations and, by the end of January 1995, approximately half of the required number had been identified. As this was too small a sample from which to select 200 respondents and as there was insufficient time to continue with this process, it was decided to change the approach to one using census and electoral register information. Time and resource constraints diminished the geographical spread as it was only possible to sample that part of the Chinese population living in Greater London.

The main sample for the Cantonese language group was collected as described in Chapter 2, but a booster sample was also collected through a 'snowballing' technique. At each address where a completed interview was achieved each interviewer asked the respondent whether they knew anyone else within the Chinese community who would be willing to take part in the survey. The name and address of these extra contacts were recorded by the interviewer and returned to the office. Only one respondent per household could be nominated. Once all the original sample had been used the 'snowballed' sample was issued to interviewers in order to boost the achieved sample size.

In total 11 interviewers were used for the Chinese sample, all of whom were recruited especially to work on this survey. Initial enquiries were made through existing MORI contacts at the Centre for Chinese Studies at South Bank University and Camden and Islington Health Authority and from here further contacts were made. Several of the interviewers recruited were university students.

4.2.3 Refugees

As noted in Chapter 2, this research aimed to identify a total of 500 recent refugees, from which a random selection of 200 could be targeted for interview. As the research focused on four linguistic communities, the aim was to identify 125 potential respondents within each linguistic community, from which a random selection would be made of 50 to be interviewed. It was considered necessary to work with at least five community organisations in order to generate sufficient numbers from which to choose the actual respondents, each organisation taking on the task of finding 25 suitable candidates, from which MORI would choose 10 to be interviewed.

The criteria for selection of potential respondents were as follows:

1. Respondents should have Tamil, Somali, Kurdish or Bosnian Serbo-Croat as their mother tongue.

2. Respondents should have arrived in the UK within the last three years i.e. since January 1992.
3. Respondents should be adults, between 16 and 64 years old.
4. Respondents should be willing to participate i.e. to be interviewed for a maximum of one hour.

Where it was representative of communities involved, samples of 50 per cent men and 50 per cent women were aimed for.

4.2.3.1 *The Research Climate*

Before detailing the actions taken to secure the participation of sufficient community associations and refugee support groups, it is first necessary to briefly describe the climate in which this research was undertaken. A fuller discussion of the circumstances of refugees in Britain can be found in Carey-Wood, Duke, Karn and Marshall (1995). A number of points are pertinent:–

1. Many recent refugees have experienced war, torture and/or persecution and many are suffering from trauma, anxiety and other psychological problems. On arrival in Britain, most experience quite severe culture shock and disorientation. The high incidence of family separation, uncertainty about the future and asylum-seeker's isolation from mainstream British society can all contribute to, and exacerbate, poor health (Gammell, Ndahiro, Nicholas and Windsor, 1994:1). One result of the increased use made by the Home Office of ELR, rather than full refugee status, is that family reunion is often much more difficult, if not impossible, to achieve, at least in the first four years of settlement.

2. There is sometimes an imbalance between the sexes within any one refugee community. For example, some 70 to 80 per cent of members of some Kurdish community associations are men who have fled the fighting in their homeland. Somali refugees are characterised by a high proportion of lone women and children, many of the men being either dead or remaining in Somalia. In some communities, over 60 per cent of adults are female.

3. There are sometimes inter-community tensions, particularly because of differing political and/or clan affiliations. This can be reflected in differences between community associations in this country. For example, particular Iraqi Kurdish community organisations are affiliated to either the Kurdistan Democratic Party (KDP) or the Patriotic Union of Kurdistan (PUK). The current serious faction

fighting between the KDP and the PUK in northern Iraq (Theodoulou, 1995) has implications for relations between community organisations in Britain. Some community organisations attempt to overcome inter-community divisions. The Ealing Somali Welfare and Cultural Association, for example, asserts that "Unlike a number of other Somali organisations which in practice support individuals from particular clans, ESWCA believes that all Somalis in Ealing have the right to support from the organisation, whatever their background and ESWCA remains non-selective and non-sectarian" (ESWCA, 1993: Appendix 1:1).

4. Given their recent experiences in their countries of origin, it is not surprising that many refugees and asylum-seekers are very suspicious of government or official bodies. In part, this suspicion is maintained by the increasing use of restrictive measures designed to deter asylum-seekers (e.g. requiring visas, obliging airline staff to act as unofficial immigration staff, detentions at ports of entry, the third country rule etc) and the fear of refusal, for those awaiting a decision by the Home Office. Fear and suspicion are often fuelled by considerable high profile concerns, expressed by certain politicians and media, about "illegal immigrants". This has prompted Home Office plans to curb benefits to "save money from the social security budget and send a signal to the rest of the world that the UK is not a soft touch for state benefits" (Ford, 1995). At the very least, an increasingly hostile attitude towards asylum-seekers can result in a reluctance or refusal (by genuine as well as "bogus" asylum-seekers) to divulge information, and particularly names and addresses, to researchers or others.

5. The reduced rights of asylum-seekers to income support, public housing and education entrenches their position at the lowest ends of the social ladder – with few if any rungs in reach – and only adds to the difficulty many of them face in finding a secure place in British society. These difficulties may be compounded by government plans "to bring regulations for part-time courses in line with full-time rules so that institutions charge higher fees for foreign students" (Charter, 1995). Approximately 50,000 asylum seekers may no longer qualify for home student levels, being forced to pay up to four times as much to follow part-time courses in English as a second language.

6. Some refugees experience discrimination and/or hostility in their daily lives. This ranges from street violence to being refused hospital treatment (Donegan, 1995). The first national level survey of refugees in Britain found that "half of those interviewed said they had encountered discrimination, almost a third verbal

abuse, 18 per cent had been threatened, and 13 per cent actually attacked" (Carey-Wood, Duke, Karn and Marshall, 1995: 105).

7. Much of the work that involves contact with mainstream organisations in Britain hinges on the efforts and abilities of the relatively few community workers or members who speak sufficient English. This work focuses heavily on dealing with housing, utilities, social security and education/schooling authorities as well as with the Home Office. Advocacy and the securing of funding to finance activities are additional to this workload.

8. One feature noted with some community groups was that of a wariness about and/or fatigue with research. This was particularly so where community organisations had participated in prior local surveys but had seen no concrete benefits resulting from their involvement. Some community members clearly saw researchers as asking for help but having little commitment to help in return.

4.2.3.2 *Selecting Interviewers and Respondents*

Using the Refugee Council and Migrant Support Unit directories, relevant community organisations in various locations, both within London and, where possible, across the country, were identified and contacted by telephone. Those organisations who expressed an interest were sent more detailed information in English and project information leaflets in the appropriate language(s). Appointments were also made to visit each interested community organisation in order to learn more about the circumstances of each, to explain the research in more detail, to answer any queries and to seek their participation.

Most community organisations wanted to discuss the proposed research with other workers and/or their management committees. Dates were fixed when the project coordinator would be in touch again. In many cases, these recontact dates were after the Christmas holidays.

Originally, it had been intended to identify and recruit interviewers and respondents separately. However, it soon became apparent that many community associations were not willing to participate, or not able to find 25 people willing to be interviewed, if outside interviewers were to be used. Reasons given for this ranged from people being unwilling to talk in detail to someone they did not know to the community organisation wishing to gain some immediate tangible benefit from the project in the form of training (as interviewer) for one of their

members. The project's need for mother tongue interviewers perhaps made this inevitable, given the climate of fear that many refugees had recently left in their countries of origin, the sectarian nature of some community associations and the level of insecurity many feel in this country. If the research was to proceed with recent refugees, the project had to train interviewers to work with respondents from their own communities. It was therefore stipulated that potential interviewers would need to be both acceptable to their community and sufficiently competent in English to undertake the training. This did result in MORI having to decline the opportunity of working with some community associations because there was no member available with the necessary proficiency in English.

By mid-January 1995, sufficient numbers of community organisations had agreed to take part in the research and given assurances that they would be able to supply both people to be trained as interviewers and lists of people willing to be respondents, from which MORI could make choices, so ensuring some degree of randomness.

In all cases, the lists supplied to MORI were compiled by the community leaders who had been the first point of contact. About half of all community organisations were reluctant to give lists of names and addresses, preferring instead to give names only. In exceptional cases, some were only prepared to give initials.

4.3 Training, Briefing and Supervision of Interviewers

4.3.1 *Training the Interviewers*

All interviewers who were recruited specifically to work on this project, including all Chinese and refugee interviewers, attended a one day classroom training session run by MORI. This is a standard course which all new MORI interviewers must attend. The training day covered general interviewing skills rather than issues relating to this specific project.

The main areas which are covered in the first day training are as follows:

- Background to survey research
- The role of the interviewer
- Preparing for a survey - piloting, briefing
- Respondent confidentiality
- Interviewing procedures

- Sampling – pre-selected surveys
- Questionnaire administration – types of questions, use of showcards, rules for prompting and probing
- Quality control – including editing.

4.3.2 *Briefing the Interviewers*

All interviewers, and all supervisors and editors who worked on this project, attended a one day briefing session. In total 6 briefing sessions were held in the following locations, for the following groups of interviewers:

London	– *South Asians*
Birmingham	– *South Asians and Refugees*
Manchester	– *South Asians*
Bradford	– *South Asians*
London	– *Chinese and Refugees*
London	– *Chinese and Refugees*

The briefing sessions were run by members of both the Institute of Education and MORI. The briefings covered the following areas:-

- Background to the project including objectives and importance
- How the sample was drawn
- Contacting the respondent
- The questionnaire
- The assessments
  - general rules
  - where to start the assessments
  - how to code the outcome
  - how to administer each assessment
- The listening task
- The interviewer assessment of spoken English.

All interviewers had the opportunity to practice the administration and marking of all the assessments and the whole assessment procedure was covered during the day.

4.3.3 Supervising the Interviewers

As part of MORI's quality control procedure all new interviewers must be accompanied by the Area Manager or a supervisor for at least the first three completed interviews. In any survey a sample of 10% of all interviewers are accompanied and all experienced interviewers are also accompanied at least once every 6 months. During the accompaniment checks are made on the way the day's work has been planned, the interviewer's approach to respondents, the administration and accuracy of the completion of the questionnaire, the manner in which difficult questions (or respondents) are dealt with, and that the proper sampling procedures have been followed.

Supervision ensures that the interviewer is both confident and competent enough to continue to interview on the survey without being accompanied. The supervisor will draw upon her own varied experience to help and advise the interviewer and will pass on useful tips for improving technique and the handling of complex questionnaires or interview situations. A report is filed after each accompaniment is carried out.

Also as part of MORI's quality procedures the first day's work (at least three interviews) of all interviewers, including that of experienced interviewers, undergoes a manual edit by one of the supervisors. The edit process identifies any errors, such as incorrect filtering, made by the interviewer. Interviewers are not allowed to conduct any further interviews until the supervisor has given them feedback on their first three completed questionnaires. This ensures that any errors which may have occurred can be corrected immediately before further interviews are conducted.

4.4 Profiles of the Interviewers

A total of 59 interviewers were employed for the three main groups being sampled (ie. South Asians, Chinese and recent refugees). Information about the interviewers is shown in table 4.2 on the next page.

The approximate overall balance of male (47 per cent) and female interviewers (53 per cent) masks significant imbalances, as 73 per cent of Chinese interviewers and 61 per cent of refugee interviewers were female, compared with 40 per cent of South Asian interviewers. Only among the Somalis were there no women.

The overall age range of interviewers (19 to 63 years) is close to the definition used in identifying adult respondents, that is 16 to 64 years. The typical interviewer in the South Asian group was in their late thirties, whilst the Chinese interviewers were slightly younger. With the exception of Tamils, where the average interviewer was in their early fifties, refugee interviewers were generally younger than the overall average for the four sample populations, most being in their late twenties or early thirties. The age ranges were particularly narrow for Kurdish and Tamil interviewers.

Overall, the level of education of interviewers was generally high, with over half the Chinese and 40% of the South Asian interviewers having a first degree or higher.

Table 4.2: Sex, Age and Educational Profiles of Interviewers

		South Asians	*Chinese*	*Refugees*	*Total*
Number		30	11	18	59
Sex	Male	18/60%	3/27%	7/39%	28/47%
	Female	12/40%	8/73%	11/61%	31/53%
Age	Age range	21 to 63 (1 = nk)	26 to 50	19 to 57	19 to 63 (1 = nk)
	Mean age	39.4 (+1 nk)	34.5	35.5	37.3 (+1 nk)
	Median age	38 (+1 nk)	35	32.5	37 (+1 nk)
Education	None/ No information	3	2	3	8
	City & Guilds	3	0	1	4
	GCSE/ O Levels	3	0	0	3
	BTEC	1	0	3	4
	A Levels	3	0	0	3
	Diploma	5	2	1	8
	BA / BSc	10	4	6	20
	MA /MSc	1	3	4	8
	PhD	1	0	0	1

Notes:

1. nk = not known
2. Education refers to the highest qualification obtained (not necessarily in the UK)

Information about the interviewers for the four refugee groups is shown in table 4.3 below. Over half the Kurdish, Somali and Tamil groups had a first degree or higher.

Table 4.3: Sex, Age and Education Profile of Refugee Interviewers

		Somali	*Tamil*	*Bosnian S-C*	*Kurdish*
Number		5	4	4	5
Sex	Male	3	1	2	1
	Female	2	3	2	4
Age	Age range	21 to 50	41 to 57	19 to 49	23 to 35
	Mean age	33.6	52.25	28.5	29.8
	Median age	29	55.5	28.5	31
Education	None/ No information	0	0	2	1
	City & Guilds	0	1	0	0
	BTEC	2	0	1	0
	Diploma	0	0	0	1
	BA/BSc	2	1	1	2
	MA/MSc	1	2	0	1

Notes:

1. Education refers to the highest qualification obtained (not necessarily in the UK)
2. No interviewer had City & Guilds, GCSE/O Levels or PhD as their highest qualification.

4.5 Coding the Instruments

The conduct of the assessment was spread over both the questionnaire and a self-completion booklet containing most of the assessment items.

Most of the questions on the questionnaire were pre-coded. Coding of the open-ended questions, about educational qualifications and when respondents found difficulty with English, was carried out by a research assistant.

Coding of the interviewer-completed questions relevant to the assessment on the questionnaires was completed by two staff members at MORI. Coding of the self-

completion booklet was undertaken at the Institute of Education by four markers. Given the English language content of the research, the latter had English as their mother tongue and were English graduates. Briefing sessions were held both to familiarise the markers with the nature of the task and to revise the coding frame. A 10 per cent check was made of all coding.

Methods of Analysis

The purpose of the analysis was to document levels of competence in, or difficulty with English among linguistic minority groups. Proficiency or otherwise in English has been assessed in several ways:

- the major instruments, as described above, were the written test which contains a variety of tasks to test both reading comprehension and writing skills, and the listening tasks;
- other measures of proficiency are internal to the administration of the questionnaire, viz the extent to which help was required in answering the first seven questions in the questionnaire. It could be that the interviewer asked the question in mother tongue instead of English; or that help was required with each of the tasks in the test, in terms of repeating the instructions in English two or three times. For the first few tasks, help could mean giving the instructions in mother tongue if the respondent still appeared not to understand the instructions[7];
- there are several questions eliciting the respondents' self-assessment of their proficiency in each of the four skills (reading, speaking, understanding and writing).

5.1 Instruments

The interviewer recorded the performance of the respondent on each task in terms of whether they 'completed' the task (that is – whether or not they gave answers, right or wrong), whether they stopped; whether they were moved on by the interviewers (who were given instructions to let them ponder for a couple of minutes but not more on each task). The process of task completion ended *either* once respondents 'failed' three in a row (i.e. failed to *attempt* three tasks in a row), or had already spent 40 minutes on the test.

5.1.1 *Summary of Performance*

A summary of the 'performance' of the current samples, as recorded by the

7. The 'failed three in a row' rule was used for terminating the test (see below), it was assumed therefore that, by the time respondents were attempting task 10, they were able to understand the English instructions.

interviewer and where the members of the different samples 'stopped', is presented in Tables 5.1 and 5.2.

Separate tables with the performance of the different language groups on each of the tasks is presented in an appendix to this chapter. As discussed in Chapter 3, there were two entry points to this test: more fluent speakers omitted the first four tasks.

In fact 674 started at task 1 and 493 at task 5. In 72 cases the interviewees judged that it would be inappropriate to give any of the test. This is why there is an *increase* in numbers eligible between Tasks 4 and 5.

Table 5.1: Summary of Task Performance (based on 1098)*

Task Number	*Numbers actually trying task*	*Completed*	*Respondent stopped or moving on*	*Failed 3 in a row*	*Time up*
1	674	334	339	0	0
2	656	303	349	5	0
3	659	225	233	201	0
4	445	291	81	74	0
5	763	668	53	40	1
6	746	446	273	26	2
7	735	545	158	31	0
8	715	520	122	70	4
9	650	489	115	42	5
10	618	517	65	28	8
11	607	408	141	36	22
12	559	475	39	34	12
13	536	429	50	33	22
14	505	368	74	29	35
15	465	344	49	36	35
16	417	252	85	38	42
17	362	216	56	38	52
18	299	142	61	39	57
19	218	107	42	25	44

***Note:** For some of the respondents, the interviewers deemed it would have been pointless to administer the test: even fewer were given the listening task.

8. In order to ensure consistency with the tables presented in the next chapter, the tables in this chapter *exclude* those born in Britain.

At first sight, there appear to be several 'natural breaks'; after Task 3 where nearly 20% of the whole sample drop out because they are unable to complete anything (and so are recorded as having 'failed' three in a row); at task 6, where 35% of those trying the task stop before completion or have to be moved on by the interviewer; after task 8 where another 10% drop out; at task 11, where nearly 25% of respondents stop or are moved on; and, similarly, after Task 14 where the proportions dropping out steadily increase from 15% at task 15 to over 30% on task 19.

The most 'successful' of the linguistic groups are the Gujeratis and Chinese with 33% of each group reaching task 19, in contrast to 10% of the refugee group and 13% of the Punjabis. The least successful were the Punjabis and Bengalis with 45% and 42% respectively, stopping after task 4.

Table 5.2: Where respondents from different language groups 'stopped'

	Bengali	*Gujerati*	*Punjabi-both*	*Chinese*	*Refugees*
1	14	0	2	2	2
2	0	0	4	1	0
3	64	18	99	23	12
4	28	5	20	10	7
5	5	9	5	5	3
6	6	3	4	1	5
7	8	2	0	7	2
8	17	12	18	6	12
9	10	1	5	7	10
10	3	1	6	1	4
11	13	8	7	11	6
12	6	2	4	4	5
13	5	4	5	10	11
14	8	8	7	4	15
15	8	17	9	3	12
16	5	11	19	4	14
17	5	19	13	14	16
18	13	21	17	12	20
19	34	69	35	63	17

5.1.2 *Scoring Scheme*

In order to analyse the responses to the test, a scoring scheme has been devised for each of the tasks. For the first ten tasks, points have been awarded – obviously! – for correct answers, but also reflect the extent to which the respondent needed help with the instructions. For the subsequent tasks, points have been awarded again for correct answers and also reflect accuracy and fluency in any written answers given.

For the written tasks, the scoring scheme generates scores between 0 and a theoretical maximum of 114 points. In this case, the scoring scheme generated a distribution of scores between 0 and 112: in fact, 280 (23.9%) score 0; a further 383 (32.7%) score less than half marks and less than 3% score 100 or more. To a certain extent, any scoring scheme is arbitrary: and whilst attaching different weightings to the tasks did change the rankings of the individual respondents, it did not substantially affect the overall performance of different groups: for example if points are awarded only for correct answers, ignoring help given, the correlation between this 'partial' score and the score as calculated here is only 0.64; but a breakdown of results according to linguistic group membership is almost identical. Details of the scoring scheme used for the written tasks are in Appendix 3.

However, this scoring scheme is based only on the written tasks. In order to assess ability to function, it was important to combine this with information about respondents' ability to understand and interpret spoken English.

As discussed above (Chapter 3), there were two possible listening tasks. Only one was given to a respondent, the choice of which to give the respondent was taken by the interviewer on the basis of whether or not the respondent reached task 15 on the written battery. Seven hundred and twenty were given the simpler listening task A and four hundred and fifty eight listening task B. However, a substantial proportion, especially of those given task A, were not able to make any response.

In Tables 5.3 and 5.4, a summary of performance on the listening tasks is presented: Bengalis predominantly received the 'easier' task and Gujeratis predominantly the 'harder' task. The most striking feature of the results is the large numbers in all groups who were apparently unable to make any attempt on task A. The comments from the interviewers – e.g. 'unable to complete because respondent couldn't read, speak or write English' – and the large proportion requiring help with the first seven questions in the questionnaire confirmed that this was not a mistake!

Table 5.3 Listening Task Completion

	Bengali	*Gujerati*	*Punjabi both*	*Chinese*	*Refugee*	*All*
given neither task	1	1	1	1	1	5
given task A	204	110	195	99	97	705
..but missing	143	66	137	49	31	426
given task B	50	100	88	90	79	403
..but missing	8	9	4	8	8	37

Table 5.4A Mean total raw score on written test by score on listening tasks

Score on each listening task	Task A.1 (numerals)		Task A.2 (colours)		Task B (correct notes)		Task B (incorrect notes)	
	Mean	N	Mean	N	Mean	N	Mean	N
0	13.5	(94)	12.3	(69)	56.7	(7)	77.4	(256)
1	12.7	(41)	21.4	(34)	59.9	(26)	68.5	(77)
2	19.9	(45)	27.3	(41)	65.6	(56)	58.5	(22)
3	18.7	(11)	32.8	(26)	67.5	(103)	56.2	(6)
4	17.9	(15)	38.4	(38)	83.3	(160)	43.0	(2)
5	34.5	(4)	na		75.3	(13)	65.0	(1)
6	32.6	(62)	na		na		na	
Attempted	272		208		365		364	

Notes

(a) See Chapter 3 above for details of the listening test.

(b) Task B required notetaking. This column gives the number of 'incorrect' notes made, i.e. how many items were written down which either were not on the tape or were not relevant to the question.

When considering only those who attempted the tasks, there is a clear relation between the raw points score on the written test and performance on the components of either of the listening tests (Table 5.4A). Moreover, the highest score for those who took task A was 70 and less than 10% scored 49 or more; conversely the lowest score for those who took task B was 16 and less than 10% scored less than 49.

When the listening scores are combined into a five point scale (0, 1, 2, 3 or 4), the relationship is even clearer. In table 5.4B the three right hand columns show that very few of the "higher" scores (49+) were unable to answer the listening tasks, at

least at some level. Those scoring 48 or less (including some who received the harder test) were often unable to answer at all.

Table 5.4B Distribution of respondents by score on listening tests according to score on written test (column percentages)

	Total Raw Points Score on Written Test					
Listening Score	*0*	*1-12*	*13 or more*	*48 or less*	*49-70*	*71+*
	N %	*N* %	*N* %	*N* %	*N* %	*N* %
0	26 (81)	79 (73)	80 (16)	157 (55)	22 (15)	6 (3)
1	2 (6)	20 (19)	77 (15)	59 (20)	19 (13)	11 (5)
2	3 (9)	7 (7)	87 (17)	33 (11)	32 (22)	32 (15)
3	0 (0)	0 (0)	73 (14)	8 (3)	32 (22)	33 (16)
4	1 (3)	2 (2)	196 (38)	31 (11)	40 (28)	128 (61)
	32	108	513	288	145	210

In Appendix 5, we show the relationship between the respondent's performance on the later tasks and the listening scores. Essentially, it appears that there are 'cut-off' points for each task in that the scores on the listening tasks are strongly related to scores on certain items and not on others.

5.1.3 *Setting the Levels*

As described above in Chapter 3, the individual items in the assessment battery were each designed to test particular communication skills at different levels of difficulty. All were relevant to the areas in which immigrants would find it important to function in English. At the lower levels, the emphasis was on the need to manage contacts with official agencies and understand public notices, instructions and reference materials; at higher levels on more complex forms and material, but also on the type of written and listening comprehension and expression necessary for the job market.

The scoring system for individual items has been described at length and was designed to recognise understanding of English at different levels (including how instructions were given and understood). It was then necessary to group the items and scores together to represent different levels of functioning. This was done on the basis of substantive considerations. First, all items other than the listening tests were grouped together, providing clusters where success could be interpreted as representing a particular level of English language skill. These levels were

identified and defined with reference to the ALBSU standards to the level descriptors commonly used by examining authorities for 'English as a Second Language' proficiency tests, and to European descriptors of levels of job-market and workplace functioning. The number of points required to reach these levels was then used to establish the cut-offs.

It was, of course, possible for someone to obtain a given number of points without success on all the relevant items if they also got some answers correct on the later items. However, analysis of the data showed that, as expected from the piloting (which established a basic hierarchy of item difficulty), individuals' performance was generally one of success up to a certain point; then a few items on which they had progressively less success, and then stopping. People with very uneven performance over a wide range of items were few. The instruction to interviewers that they should stop after three unattempted items in a row also reduced the probability that given scores could be amassed in ways very different from those used in deriving the levels.

As described above, many of the subjects had a very limited command of spoken or heard English, and did not attempt the listening tasks. The listening test scores were therefore not used in setting the lowest levels. However, they were used to help define the higher levels of proficiency – again for substantive reasons, since functioning in the job market without a reasonable level of spoken and understood English is clearly very difficult. The listening tests were, as noted above, two of the items where we were able to use external items with standards already attached; they were used to set 'hurdles' for the higher proficiency levels. Subjects with given scores on the assessment battery had also to achieve a given level of success on the listening tests: otherwise they were assigned to a level one lower than that implied by their other scores.

The basic categories or levels used for the analysis were as follows:

Level 1: zero points.

These people cannot fill in their names and addresses; cannot understand a simple notice, read their child's school timetable, or use a calendar – even when given instructions in their own language. They are effectively *without any communication skills in English.*

Level 2: 1 – 12 points on the scoring system.

This level would be gained by someone who could complete three of the tasks described above perfectly, but nothing else. In practice, people scoring at the top

end of this level tended to be able to complete the four tasks described against level 1 with partial success, and to go a little beyond them. Others (those with lower scores) could do a little of these tasks. People in this group *have an extremely limited amount of English, and cannot function independently in English society* but are not totally without communication skills.

Level 3: 13 – 48 points + poor scores on the listening tasks.

At the top end of this group, an individual would be getting most of the responses correct as far as item 11, i.e. up to the point where the battery starts to test ability to communicate in written form at anything beyond the one or two word level. Someone at the *top* end of this group would, in other words, be able to give the correct responses to questions relating to very simple instructions, complete simple 'cloze' items (by filling in the missing word in a simple sentence), and understand spoken English with respect to familiar tasks. They would not have the ability to write sentences or understand more complex written passages. Most people at level 3 will be well below this level. All of them are below the Foundation level identified in the ALBSU standards, though working towards it: but *many will be able to function independently in limited domestic and social contexts.*

Level 4: 49-70 points + moderate scores on listening test question: "Survival" level.

This is the level at which it becomes possible to work in an English speaking environment, though not if extensive verbal and listening communication is required. Verbal and listening skills remain quite moderate, but a level has been reached equivalent to the ALBSU Foundation level of literacy. People at level 4 can cope with reading simple textual material and graphical material for everyday purposes, complete simple forms, and communicate in writing at a simple level. They can also understand basic information provided in English. Respondents currently in work generally score at level 4 or above, although there are some exceptions (those who probably work in a non-English speaking environment, typically a restaurant).

Level 5: 70 points and above, plus high (though not necessarily perfect) scores on the listening tests.

Subjects reaching this level will have had to complete all items more or less perfectly up to the point where quite complex textual comprehension and written communication are required (namely up to task 15) ; or, if they have 'dropped' marks up to this point, obtained some on these more complex items. This means that they will have had to complete simple sentences correctly, fill in job

applications accurately and with correct English, understand simple instructions and comprehend and extract information from English text. Those at the lower end of the distribution may not, however, have been successful in the more demanding textual comprehension and written items. Correspondingly they would not all necessarily meet the second level requirements on all components of the *ALBSU* communication skills standards. People in this group could work in many English-speaking environments provided they were not required to use much written or spoken English independently, or understand complex instructions; and could function independently in social and community contexts.

Level 6: over 90 points and very high scores on listening tests.

With this group, we are hitting the test battery 'ceiling', so that we have not necessarily obtained a full picture of their English competence. They will have scored very highly on the whole assessment battery, and will be above the second level of the ALBSU standards; and able to function independently, work in an environment with a moderate amount of verbal communication and listening demands, and cope with a wide range of official forms, documents etc. Their written English may be quite simple but will contain few errors. (Someone scoring perfectly on every item up to and including item 17, but not completing the last two items on the battery – which are large and carry up to 27 points – would fall just short of the minimum score of 90 for this group.)

Whilst the divisions between Levels 1, 2 and 3 appear to be quite straightforward, based as they are on performance on very simple tasks, precise divisions between higher levels are more fluid. A variety of different cut-off points have been analysed, differentiated by the level of understanding of spoken English required. Three sets or classifications have been used for the main analyses, and they in effect give increasing weight to the ability to understand and relay back information provided in spoken English. The co-existence of quite high levels of writing and reading skills with low levels of listening or verbal comprehension skills is a major difference between linguistic minority and English first-language populations in the UK. Table 5.5 demonstrates three sets of 'hurdles' – increasingly demanding requirements for listening skills if someone is to be classified at a given proficiency level. There is no simple rule regarding how much weight 'should' be given to listening and verbal skills compared to reading and writing. However, the more demanding listening level requirements are probably appropriate when appraising people's capacity to work; the less demanding for domestic and perhaps even study contexts.

Table 5.5: Total score recoded to 'Levels' as follows

Score on written tests	*Level*	*Threshold 'listening' scores on Test A or Test B required for classification at this level*		
		5 levels – hard hurdles	5 levels – harder hurdles	6 levels – harder hurdles
49 to 70	4	6+ on A; or 2+ net on B	6+ on A; or 2+ net on B	6+ on A; or 2+ net on B
71 to 90	5	9+ on A; or 3+ net on B	As above	9+ on A; or 3+ net on B
91 and up	6	As above	9+ on A; or 4+ net on B	9+ on A; or 4+ net on B

How these divisions work in terms of affecting the classification of respondents is illustrated in the Tables presented at the end of Appendix 5.

5.2 Other Indications of Proficiency

5.2.1 *Other Help Required in the Interview*

The first seven questions were asked in English and then in the mother tongue if the respondent could not understand. Thereafter, the questions were asked in English or mother tongue as appropriate. The interviewer noted whether or not the questions were asked in English or in mother tongue and used this as a basis for deciding whether or not to ask the subsequent questions in English or in the mother tongue. The proportion of the first seven questions where the interviewer found it necessary to use the mother tongue has been used to construct a variable reflecting the level of respondent's understanding of spoken English.

A similar variable could have been constructed from the extent to which help with the tasks was required in terms of repeating the instructions in English or giving the instructions in mother tongue. However the extent of this help has instead been – to a large extent – incorporated in the scoring scheme (see Appendix to this chapter).

5.2.2 *Self-assessment*

Respondents were asked questions as to whether they could speak, understand, read or write English very well, well, poorly or not at all. A combined variable has

been constructed giving more weight to self-assessed writing than to reading, speaking and understanding in that order. This weighting provided a variable most closely associated with the raw written total points score.

5.3 Plan of Analysis

In the next chapter the focus is on documenting and accounting for variability in performance between the different groups of respondents. It is concerned both with membership of different linguistic groups with their different educational and social histories, and also with the individual biographies of members of the minority communities. To this end, in the first part of the next chapter, the socio-demographic situation, educational experiences and in particular exposure to English lessons, and self-assessed current linguistic facility of the respondents is documented.

This enables us to identify the factors which might be interesting to examine in terms of being associated with performance on the test. In addition to distinguishing between the main linguistic groups, respondents' attainments – in terms of both the raw scores and recoded scores – have been analysed in respect of several possible 'explanatory factors'. These fall into three main groups:

- socio-demographic characteristics: such as current age, gender, age at entry, years in the UK, employment status, size of family and tenure;
- prior educational 'qualifications': viz, whether or not the respondent went to school overseas and for how long, whether or not they went to English lessons overseas and for how long, whether or not they went to school in England and for how long, and whether or not they went to English lessons in the UK and for how long;
- subjective assessments: respondents' self-assessment of English proficiency and interviewer judgement in providing help.

It is relatively easy to characterise the respondents who score zero on the written test (N=281), and to a lesser extent those who reached Level 6, scoring 91 on the written test with very good scores on the listening test (n=76). But, in order to construct profiles of those with intermediate scores, there is a problem because the influence of several of the variables considered overlap. This is particularly important in terms of distinguishing between the different **types of factors** that might influence attainment. An obvious example, is the extent to which membership of different linguistic communities is an important factor over and above variations by age, gender and previous schooling or not.

The approach used here is therefore to examine the ways in which the factors in combination are associated with the scores, dividing the factors into distinct coherent groups, and analysing the additional impact of each group of factors within a multivariate framework. The order in which the groups of factors are entered into the analysis is critically important; and should correspond to the presumed 'causal' chain affecting performance.

The proposed causal chain is illustrated in Figure 1. Clearly, current age, gender, linguistic group membership, age at entry (if not born in the UK) and years in the UK are 'prior' variables. Whilst, in terms of temporal sequence educational experiences are obviously prior, the argument here is that one should consider current socio-economic status as measured by employment status and tenure before analysing the impact of prior educational experiences, because the information on employment status and tenure is much more easily available (often from records) than information on educational experiences (which, other than simple data on numbers of years of schooling in the UK – would require a survey).

Multivariate analyses have therefore been carried out to examine whether the variables that, at first sight, appear important in determining an individual's classification into levels remain so when other characteristics are taken into account.

Moreover, the kinds of factors that distinguish between those who are functionally illiterate and those who are able to communicate, albeit at a minimal level, may well be different from the kinds of factors that distinguish those who are fluent among those who can communicate. In order to assess whether or not the kinds of factors are similar, parallel multivariate analyses have been carried out for those who score up to 48 and for those who score 13 or more.

The groups chosen, and the overlap between them, derive from a question with direct implications for policy and provision. Are the factors that are associated with the passage from complete functional illiteracy to independent though basic linguistic functioning (i.e. from Levels 1 to 3) the same as or different from the kinds of factors that distinguish between those who have some English language skills, but at pre "survival" level, and those whose English would equip them to work in an English-speaking environment or undertake further English-medium study (i.e. from level 3 to levels 5 or 6)?

Figure 1: Factors Influencing Performance on Functional Literacy Tests

Finally, the characteristics of respondents who scored zero on the written test (n=281) and those who reached Level 6 (scoring 91+ points with very good scores on the listening test – n=76) have been examined to provide a picture of the 'poorest' and the 'best'.

Background and Educational Experiences

6.1 Introduction

This chapter and the next present the overall findings on the English language competence of the linguistic minorities interviewed. They reveal that very large proportions of the adults in these groups fall well short of anything that can be termed 'functional literacy' or even a survival level of competence. This is true for very many of those who received an extensive education in their country of origin; and also for many who arrived in the UK young enough to attend school here for a number of years. It is even true for many who have studied English for extensive periods inside and outside the UK.

The analyses presented here make it clear that those who are younger on arrival, or better educated, or in employment or attending English classes, are likely to have better levels of English than their counterparts. Nonetheless, what needs to be underlined is the generally low level of achievement of all these groups on the 'functional' tasks presented. Only half the sample even proceeded as far as task 11 in the test – completion of a simple job application. Only 5% reached a level of competence at which they were clearly able to undertake further training or study courses in English.

The generally low level of achievement is even more evident on tasks requiring understanding of spoken English than on the written part of the test battery. Yet many of these respondents are, we would emphasise, educated and/or multilingual (in languages other than English). It seems clear that current provision (including formal schooling for the young) does not enable linguistic minority immigrants to acquire the English they need to participate fully in society.

The analyses also highlight the major differences between groups in English language competence. The proportion reaching a 'survival' level of English language competence (or any higher level) is roughly three times as high in some groups than in others. This needs to be borne in mind in the planning or evaluation of English language teaching provision.

In presenting the detailed analyses of the results, we look first at the general characteristics of the sample. This will provide the reader with a profile of linguistic minority group members: who they are, their background and their activities. The actual results are then presented in detail in relation to these characteristics, for the individual groups and for the sample as a whole.

6.2 Sample structure

These results are presented for 5 linguistic 'groups': Bengali, Gujerati, Punjabi (including Urdu and Gurmukhi speakers – see above, Chapter 4), Chinese (nearly all Cantonese but including some Mandarin), and Refugees (with approximately equal numbers of Kurdish, Serbo-Croat, Somali and Tamil). For the 801 respondents from South Asian groups, the samples were drawn from a pre-existing sampling frame and samples were drawn with different sampling fractions from different 'literacy strata' (defined above page pp 11-12), specifically excluding stratum 7 – those who according to self-reports were fluent in English and had obtained English educational qualifications. It transpired that 72 of the 1170 (11 Bengali-speaking, 17 Gujerati speaking, 36 Punjabi speaking and 8 Chinese speaking) were born in Britain. Because of the concern to focus attention on the linguistic needs of immigrant communities, these have been excluded from the main tables in this chapter and instead a separate brief appendix provides basic data about them (Appendix 6). The main tables in this chapter are therefore based on 1098 respondents.

Further, the sample for the South Asian groups was designed so as to maximise the spread of respondents across different self-defined literacy strata (see chapter 2). The number of respondents actually sampled (viz 251 Bengali speakers, 208 Gujerati speakers and 278 Punjabi speakers) are not therefore a 'random' sample from the original pool. In order to rectify this, the responses from these South Asian groups have been weighted – by the inverse of the sampling fraction – so as to reflect the size of the original strata and therefore the distribution between the strata.

[9] **Table 6a**: Achieved Sample Numbers in Each of the Literacy Strata for the South Asian Groups

Stratum number	1	2	3	4	5	6	Overall
Bengali	57	94	61	7	4	28	251
Gujerati	30	95	40	24	15	24	208
Punjabi	64	83	70	25	3	33	278
	131	272	171	56	22	85	737

When commenting upon the overall literacy levels of different linguistic minority groups, however, the proportions for the South Asian groups need to be further re-weighted so as to allow for those who have been excluded (see 2.2) either because they had been born in Britain (for example the 72 just mentioned) or because they had previously reported that English was their preferred reading language and also their main spoken language, and that they had educational qualifications (Stratum 7). To accomplish this the result for Bengalis, Gujeratis and Punjabis will be scaled up by 10.7%, 50.6% and 20.9% where appropriate so as to reflect the overall populations of those groups.[10] For the 188 Chinese, 45 Bosnian, 51 Tamils, 40 Somalis and 37 Kurdish, no special weightings have been assigned.

6.3 Questionnaire Responses

Basic socio-demographics

More women than men were interviewed in each linguistic group except among the refugees (Table 6.1). For the South Asians, this is partly a consequence of restricting the sample to those without an English educational qualification. The age distribution shows that, on the whole the female Bengalis, the male Chinese and all the refugee group are younger. Note that the overall distribution of refugees masks a variety of distributions: for example, 32 of the 72 young refugees are Tamils and 13 of the 26 elderly are Bosnians.

These numbers are the basis for the percentages presented in the following tables. Note that the numbers available mean that it is often not sensible to break down the refugee group nor distinguish between different age groups of men and women in the more detailed analyses.

10. The data for these three linguistic groups have therefore been weighted by comparing the achieved sample numbers in each of these cells to the numbers in the sampling frame in each of the corresponding cells in Table 2.1 (after adding together the two rows for the Punjabis and excluding those born in Britain) and adjusting so as to retain the same achieved sample numbers in each of the linguistic groups.

Table 6b: Weightings Used in Each of the Literacy Strata for the South Asian Groups

	Stratum 1	*Stratum 2*	*Stratum 3*	*Stratum 4*	*Stratum 5*	*Stratum 6*	*Overall weight*
Bengali	88/37	280/94	136/61	19/7	9/4	57/28	251/369
Gujerati	21/10	176/95	89/40	46/24	21/15	52/24	208/403
Punjabi	158/64	230/83	141/70	60/25	7/3	65/33	228/861

Table 6.1: Numbers of women and men in each age group in each linguistic group

Age	*Bengali*	*Gujerati*	*Punjabi both*	*Chinese*	*Refugee*	*Total*
F 17-29	44	16	25	20	24	129
F 30-44	54	67	76	58	34	290
F 45-64	38	25	49	33	16	162
F all ages	137	108	151	111	74	581
M 17-29	20	3	11	23	47	104
M 30-44	40	50	68	26	34	218
M 45-64	42	26	39	27	10	143
M all ages	102	79	117	76	91	465

Note: either age or gender was not recorded in 52 cases

All the Bengali-speakers (except one) had been born in Bangladesh. However, the picture was more complicated for the other groups: whilst just over half the Gujerati-speaking group was born in India, 66 were born in East Africa; over two-thirds of Punjabis were born in Pakistan, but 65 had been born in India; and only 28 of the Chinese speaking community had been born in China, with 54 from Hong-Kong and 101 from Taiwan.

As expected, there are substantial differences in household composition (see Table 6.2). Very few of the Bengali or Punjabi respondents belonged to 'small' households (three or fewer members), whilst over half belonged to large households (six or more members). Gujerati-speaking and Chinese speaking respondents were more similar to the pattern for the general public although there was still a high proportion of large households. In contrast, nearly half of the refugees were in small households and this was true for all four groups.

More than 5 in 6 of each of the South Asian groups are married/cohabiting, whilst over 40% of the refugees are single. Equally, whilst about half the refugees have no children, a substantial number among the South Asian groups – especially Bengalis and Punjabis – have 3 or more children.

Table 6.2: Characteristics of Households in each Linguistic Group (n=1098)

Household features	*Bengali*	*Gujerati*	*Punjabi both*	*Chinese*	*Refugee*	*Overall*
% < 4 members	9	32	12	38	45	25
% 6+ members	63	26	50	19	15	37
% married/cohabiting	84	84	92	64	48	77
% no children	11	31	15	42	47	27
% 3+ children	55	26	44	15	10	33

+ N = 1089

In terms of tenure, the refugees are once again, the exception with over 40% in private rented accommodation – although there are large variations with over 60% of Bosnians in housing associations and 45% of Kurds in council accommodation. In contrast, about half of Bengalis and Chinese are in council tenancies whilst nearly all Gujeratis and Punjabis are buying their own home.

Table 6.3: Economic Status of each linguistic group

Economic features	*Bengali*	*Gujerati*	*Punjabi both*	*Chinese*	*Refugee*	*Overall*	*Base N*
% owner occupier	35	86	90	32	3	53	1080
% council tenant	47	6	4	49	32	27	1080
% full or part time emp'd	17	51	34	41	8	31	1062
% unemployed	33	12	20	14	55	25	1062

The only groups with substantial numbers in full-time employment were Gujerati-speakers and Chinese-speakers. Over half the refugee group – especially Bosnians and Kurds – and a third of Bengalis were unemployed. Under a third of females but over two-thirds of males were in the labour market, so it is not surprising to find that the unemployment rates amongst males were very high – 69% of Bengalis and 83% of refugees.

Arriving in the UK

By design (chapter 2, section 2.4.1), all of the refugee group had been in England only a short time; two-thirds for two years or less. In contrast, half of the Punjabi-speaking group had been in England 21 or more years; and, of course, the length

of time varied with the age of the respondent. Not surprisingly, average age on entry was low for Punjabis, but it was also low for Bengali and Gujerati speakers. The refugee group were older on entry – although this, once again, masked considerable variations.

Table 6.4: Length of time in England and age when entered (N = 1082)

Generation	*Bengali*	*Gujerati*	*Punjabi U*	*Chinese*	*Refugee*	*Overall*
% =< 10 yrs in England	31	18	17	28	99	35
% 21+ yrs in England	34	41	50	19	0	31
Av. no. yrs in England	17	19	21	15	2	16
Av. age on entry+	22	22	20	26	30	24

Note: Excluding those born in the UK and some missing
+ N = 1050

Educational Experience

Most had attended school outside the UK (Table 6.5), and had started school at 5, 6 or 7. Of those who had attended school overseas, most had stayed for longer than one would probably have expected given the average for those countries' educational systems: for example, in 1990, Bangladesh pupils would have expected to have stayed in school for 5 years (World Education Report, 1993: Table A3 in Appendix), whereas the Bangladeshis in this sample report nearly 8 years of schooling. The refugee group are particularly highly educated.

Table 6.5: Previous educational experience outside the UK

Education overseas	*Bengali*	*Gujerati*	*Punjabi both*	*Chinese*	*Refugee*	*Overall*	*Base N*
Attended school %	74	81	59	84	90	76	1095
Av. Yrs in school	7.8	9.6	8.4	9.2	11.8	9.3	775
Formal o/s Qual'ns %	7	14	10	15	38	15	1092

There is no clear relationship overall between the age of the respondent and the length of time they had been to school. Whilst younger Chinese – and to a lesser extent Gujeratis – have been to school longer in their home country than older members of their community, the opposite is true for Bengalis where those aged 45

or more report 9 years of schooling compared to under 7 years for those aged 16-29. Although this might seem counter-intuitive from the point of view of a (slowly) expanding educational system in the UK, it is probably an accurate reflection of the relative decline in the educational systems of countries such as Bangladesh, India and Pakistan over the last couple of decades (Berseschер and Carr-Hill, 1990; World Education Report, 1995).

In terms of gender differences, on the whole men had been to school longer (for example, 41% of boys compared to 30% of girls had been for ten or more years), which is what one would expect given the relative exclusion of girls from school in the developing countries during the initial phases of post-colonial expansion.

Education in the UK

Although less than a third had attended (or are attending) school (or college) in England, this was because most did not arrive in England until they were adult. Of those not born in England but arriving before the age of 15, over 85% had attended school. About a quarter have attended or are attending part-time education. However, very few had a British qualification[9].

Table 6.6: Previous educational experience within UK

Education	*Bengali*	*Gujerati*	*Punjabi*	*Chinese*	*Refugee*	*Overall*	*Base N*
Attended school UK %	25	25	27	41	23	28	1098
Yrs in f-t education	6.9	5.8	5.4	5.8	2.1	5.4	303
Attended p-t education %	11	17	17	44	40	24	1098
Yrs in p-t education	1.5	1.6	1.8	1.9	1.3	1.7	261
Formal qual'ns in UK %	13	11	11	20	8	14	1085

For those who had attended school in the UK, there are clear differences according to age and gender. For every language group – except, of course, the refugees – years of full-time education were higher for those in the younger age groups and men had been at school overseas longer than women. However, within each age group there is no longer any clear gender difference. For example, the thirty 30-44 year old Punjabi males had been to school for an average of 5.3 years compared to 7.0 years for the ten Punjabi females of the same age (see Table 6.7).

9. For the South Asian groups, this was part of the design of the sample (see Chapter 2 above).

Table 6.7: Years of full time education in the UK by language group, age and gender

	Bengali	*Gujerati*	*Punjabi*	*Chinese*
F 16-29	9.6	(2.7)	6.5	6.8
F 30-44	(4.4)	5.8	7.0	5.2
M 16-29	8.2	(10.5)	(9.1)	7.8
M 30-44	4.7	7.9	5.3	5.2

It appears that once a girl has got into the UK system, she stays; and performs as well as or better than a boy (see Carr-Hill and Chadha-Boreham, 1991).

English Lessons Outside and Within the UK

In addition to those born in England, those who had arrived when a young child (say less than 10 years old) would not have had the opportunity of English lessons overseas. Of the remainder, (N = 948) over 50% of Gujeratis, Chinese and Refugees and around a third of Bengalis and Punjabis had taken English lessons before entering the UK, mostly at school, for between 3 and 7 years: over three quarters of all those who had had such lessons thought that their English had improved, although the Chinese speaking group were more doubtful (Table 6.8).

Equally, there is the typical pattern (Carron and Carr-Hill, 1993) that the likelihood of taking English lessons increases with the number of years of formal schooling: 12% of those with 4 or less years of formal schooling outside the UK had had English lessons compared to 70% of those with 10 or more years of formal schooling outside the UK. Not unsurprisingly, this reinforces the gender disadvantage. (For example 41% of boys compared to 30% of girls had been to school outside the UK for 10 or more years).

Table 6.8: English lessons taken outside the UK

English Lessons	*Bengali*	*Gujerati*	*Punjabi both*	*Chinese*	*Refugee*	*Overall*	*Base N*
% lessons outside UK	37	50	30	50	54	43	942
Av. yrs of lessons o/s	6.4	6.4	5.2	8.4	7.1	6.8	390
% lessons in school	94	76	87	85	90	87	403
% English improved	84	80	74	65	82	77	412

Only a small proportion of those not born in UK said that they had learnt any English in informal contexts overseas. There were only minor differences between the linguistic groups: however, whilst both men and women were equally unlikely to have heard English spoken at home (8%), men were twice as likely as women to have learnt English through speaking at work (16% compared to 8%) or with friends (27% compared to 13%). A composite variable was constructed for those who reported learning English in two or three situations outside the UK: for women this varied from 3% of Bengali speakers to 17% of Gujerati speakers; for men from 11% of refugees to 25% of Gujerati speakers.

A little under half had taken or were taking English lessons within the UK although the majority only for three years or less; nearly a half of these were in adult education (Table 6.9). Again over three-quarters of those taking lessons said that their English had improved as a result.

Table 6.9: English lessons taken within UK

English Lessons	*Bengali*	*Gujerati*	*Punjabi both*	*Chinese*	*Refugee*	*Overall*	*Base N*
% lessons in UK	38	30	33	62	64	43	1098
Av. yrs of lessons UK	4.6	4.8	3.7	4.0	1.7	3.6	434
% school	38	52	42	22	8	29	481
% college	9	4	6	19	28	15	481
% in adult education	43	19	37	48	58	43	481
% English improved	86	77	82	77	79	75	494

When in England, in addition to formal lessons, nearly a third (31%) said they had also learnt English at home, over two in five (42%) at work and over a half (57%) with friends. Percentages in Table 6.10 exclude those who were born in England or who went to school in England for more than 4 years. Among the Punjabis, nearly a half said they had learnt at home and nearly two thirds at work; among the Bengalis only a sixth said they had learnt at home. The refugees were once again, different; few had learnt either at home or at work, three quarters with friends. Learning is gender differentiated as one might expect: women were more likely to report having learnt at home; men much more likely to have learnt informally at work; and, presumably because of social networks, men were more likely to have learnt with friends.

Table 6.10: Proportions agreeing that they had learnt English socially in the UK (among those with less than 5 years of schooling)

Learnt where	*Bengali*	*Gujerati*	*Punjabi both*	*Chinese*	*Refugee*	*Overall*	*Base N*
% at home	17	38	46	31	24	31	535
% at work	40	53	63	42	20	42	535
% with friends	49	55	56	53	73	57	536
% in 2 or more contexts F	17	48	34	39	24	33	266
M	63	49	73	41	37	52	243

A corresponding composite variable has been constructed for informal learning in the UK. Overall only a third of women had had two or three opportunities compared to over half the men, although there is hardly any difference between men and women among Gujeratis and Chinese, the biggest differentiation occurring with the Bangladeshis. Indeed, men may stop their spouses going out: one female respondent said "My husband does not like me to mix with people so that I don't get out much. If he knew he wouldn't let me talk to you."

In contrast to the strong association between taking English lessons before entry and formal schooling outside the UK observed previously, there is hardly any relationship between length of formal schooling and the likelihood of having had English lessons: thus 69% of those with less than 5 years of schooling had had English lessons compared to 70% of those with 10 or more years of schooling.

However, of the 416 who were currently taking or had taken English lessons in the UK and who were aged 10 or more on entry, exactly half had already taken English lessons before entry compared to 36% of the 566 who had never had lessons here. In this sense, "current" participation in education is associated with prior exposure.

Current Linguistic Facility

Many of the interviewees can speak several languages (Table 6.11). Thus, of the Gujerati groups, 52% could speak Hindi and 26% Urdu; 38% of the Chinese group could speak both Cantonese and Mandarin. Much smaller proportions could read another language (nevertheless, there is no evidence of any general linguistic incapacity, especially when compared to the native UK population).

Table 6.11: Linguistic capability other than English and own Mother Tongue

	Bengali	*Gujerati*	*Punjabi both*	*Chinese*	*Refugee*	*Total*
% speaking another language	78	65	67	40	13	56
% reading another language	23	41	12	27	10	22

The data in the tables below relate to self assessment of English skills and are restricted to those responding 'very well', and 'not at all'. More generally, nearly two thirds of Punjabis and Gujeratis claimed to understand English well or fairly well compared to under a half of the other groups; with the same pattern for reading and, on a reduced scale for writing. This is compared to 38% of Bengalis; in contrast, one third of Bengalis and even more Punjabis said they could not read at all in English compared to around one sixth of Gujeratis, Chinese and even fewer of the refugees. Over 55% of the Gujeratis claimed to speak English well or very well compared to less than 40% of each of the other groups; in contrast, over a third of Bengalis and Punjabis said they could not write at all compared to only a sixth of Gujeratis.

Table 6.12: Percentage Self-Assessment of English as Very Good

Percent "very good" responses	*Bengali*	*Gujerati*	*Punjabi both*	*Chinese*	*Refugee*	*Overall*
Understanding	14	29	19	25	11	20
Own spoken	12	23	12	18	7	14
Reading	15	26	14	22	12	17
Writing	11	22	12	18	5	14
All four	9	16	8	13	2	10

Altogether, about half gave the same reply to each of the four questions – and the pattern among those is similar to that above. However, in order to include all individuals when carrying out the multi-variate analysis, the composite score combining their four ratings has been used.

Table 6.13: Percentage Self-Assessment of English as Not at All

Percent "not at all" responses	*Bengali*	*Gujerati*	*Punjabi both*	*Chinese*	*Refugee*	*Overall*	*Base N*
Understanding	24	6	16	10	8	14	1090
Own spoken	34	11	29	12	14	21	1084
Reading	34	17	37	18	14	26	1090
writing	34	18	42	27	22	30	1084
All four	22	5	14	8	6	12	1080

Media Exposure

Of those who read a paper, the South Asians tend to read national papers but the Chinese and refugee groups read a local paper; which partly explains why the frequency of reading is most likely to be once a week.

Table 6.14: Read English Newspapers

	Bengali	*Gujerati*	*Punjabi both*	*Chinese*	*Refugee*	*Total*
% never read paper	90	80	79	89	81	85
% national	7	17	14	0	2	8
% local	4	3	8	11	17	7

Nearly all (90%) watch English TV – although nearly 20% of Gujerati say they do not. Most watch English TV, typically for two or three hours a day both on weekdays and at weekends. About 40% listen to English radio although less than 20% listen everyday.

Test Scores and Influencing Factors

7.1 Test Results

Only the overall results are being discussed in the body of the chapter with a summary of the performance of each linguistic group on each task presented separately in Appendix 4.

The material is divided into four main sections: how did the test in practice discriminate between the linguistic groupings; the overall test results and estimates of the numbers at different levels; factors associated with test score; profiling the different attainment groups.

7.1.1 *Discriminatory Power of the Test*

Respondents were awarded points for their answers to the tasks as specified in the appendix 3 with a maximum of four points for each of the first ten tasks and greater numbers for some of the later tasks.

In general, Gujeratis and Chinese appear to be performing the 'best' on the written test in terms of the proportions who continue at task 5, and after task 10; over a third have tried all tasks. Bengali-speakers are consistently the 'poorest' performers with only 13% judged fluent enough to enter at Task 5 rather than Task 1 although it is noticeable that similar proportions of Punjabi-speakers and Refugees failed to attempt all tasks (Table 7.1).

In terms of raw total points, the distribution for each of the linguistic groupings is given in Table 7.2. Of the two hundred and seventy eight (25%) who score zero, 104 are Punjabis and 99 are Bengalis constituting around 38% of the corresponding linguistic groupings: in contrast, only around 10% of Gujeratis and Refugees score zero. Given the otherwise poor performance of Refugees, it is possible that their relatively better performance is because they make more effort than other groups or simply that most of them were educated to higher levels – see tables 6.5 and 6.8 above. Of the 71 (6%) who score 91+, thirty six are Chinese (about a fifth of all Chinese): whereas at most 5% of the other linguistic groupings reach

Table 7.1: General Performance on Written Test

	% entering at Task 1	% continuing at Task 5	% stopped after Task 10	% trying all Tasks	Base N
Bengali	87	58	71	14	251
Gujerati	54	86	37	33	208
Punjabi	69	53	61	13	278
Chinese	58	79	37	34	188
Refugee	57	85	33	10	173
Whole Sample	67	69	50	20	1098

this grade. Overall there is only a very small 'ceiling' effect. These two extreme groups (zero and high scores) will be considered in more detail at the end of this chapter.

Table 7.2: Raw total points by linguistic grouping

	Points Scored (N %)											
Language Group	0		1-12		13-48		49-70		71-90		91+	
	N	%	N	%	N	%	N	%	N	%	N	%
Bengali	99	39	72	29	39	16	13	5	17	7	11	4
Gujerati	23	11	48	23	50	24	40	19	36	17	11	5
Punjabi	104	37	51	18	38	14	43	15	35	13	7	3
Chinese	36	19	40	21	26	14	21	11	29	15	36	19
Refugees	16	9	38	22	43	25	40	23	30	17	6	3
Whole sample	278	25	249	23	196	18	157	14	147	14	71	6

Over 40% of the respondents although offered one of the listening tasks did not make any attempt to complete it (see table in previous chapter). Of those (n=643) who made an attempt, the Chinese were once again the 'best' performers followed by the Punjabi speakers with Refugees the 'worst' (see Table 7.3). When the whole sample in the corresponding linguistic groups is examined, the Chinese further improve their relative position and Gujeratis 'catch up' with Punjabis with Bengalis clearly performing least well.

Table 7.3: Proportions scoring at different levels on either listening task by linguistic group

	Numbers actually trying either task	*Score zero %*	*Poor %*	*Moderate %*	*Good %*	*Very good %*	*% very good in whole language group*
Bengali	103	36	18	14	8	25	10
Gujerati	133	26	16	16	14	28	18
Punjabi	138	30	7	15	14	36	18
Chinese	132	19	13	20	5	43	30
Refugees	137	34	18	12	14	22	17
Base number: then %	643	29	14	15	11	31	18

Given the scoring scheme for assignment to levels, which incorporates listening score hurdles these differences between the groups obviously affect assignment to levels above Level 2.

The following table shows how the different linguistic groupings are affected by these 'hurdles'.

Table 7.4: Percentage of those reaching 13 points or more in each linguistic group affected by the language hurdles

	Numbers reaching 13 point (level 3)	*% affected by hard hurdles*	*% affected by harder hurdles*	*% affected by hardest hurdles*
Bengali	80	14	18	15
Gujerati	137	23	31	25
Punjabi	123	15	20	16
Chinese	112	13	21	19
Refugees	119	22	31	24
Base number: then %	571	18	25	20

Bengalis are affected the least although fewer of that group reach 13 points or more in the first place. Conversely, Gujeratis and Refugees are most affected whilst

they have the largest proportions reaching 13 points or more. The reason why fewer are affected by the 'hardest' listening hurdles is because the extra division between 71-90 and 91 + points on the written test has already discriminated powerfully between individuals.

7.1.2 *Relative Achievement of Linguistic Groupings*

The percentage distribution of the different linguistic groupings into the different levels is given in Table 7.5. This shows levels defined – as explained above – using a combination of written and listening scores and with three alternative and increasingly demanding 'hurdles' at the higher levels. The main conclusion from the tables is, of course, that approximately 14% of Bengalis, 29% of Gujeratis, 26% of Punjabis, 41% of Chinese and 32% of the Refugees reach 'survival' level (level 4): 35%, 11%, 37%, 10% and 9% hit the 'floor' (scoring zero points); and 4%, 4%, 2%, 16%, and 2% respectively reach and exceed the 'ceiling' (scoring 91+ points and having a very good score on the listening test).

Note also that using different ways of defining the levels of attainment has little effect. The different criteria do not make a very large difference – except of course that the hardest criteria separates out the sixth Level. Because the very highest scorers are being considered separately, most of the results will be presented either in terms of raw written test scores or in terms of whether or not the respondents reach 'survival' level according to the middle 'harder' criteria.

Table 7.5: Classifications into Levels 3,4 and 5 by Hard Hurdles, Harder Hurdles, Hardest Hurdles (Raw percentages)

			Hard Hurdles			*Harder Hurdles*			*Hardest Hurdle*			
	Level 1	*Level 2*	*Level 3*	*Level 4*	*Level 5*	*Level 3*	*Level 4*	*Level 5*	*Level 3*	*Level 4*	*Level 5*	*Level 6*
Bengali	39	29	18	6	9	18	6	8	18	6	5	4
Gujerati	11	23	32	19	15	37	19	10	32	18	11	4
Punjabi	37	18	17	15	12	18	16	10	17	15	10	2
Chinese	19	21	18	15	27	19	15	26	18	12	14	16
Refugees	9	22	33	22	14	37	24	8	33	22	12	2
Whole sample	25	23	23	15	15	25	16	12	23	14	11	5

Refugees

There is a clear difference among the groups with Somali-speakers scoring badly and the Tamil-speakers very well.

Table 7.6: Distribution of Refugee Groups according to mean raw written scores into the six 'points' levels

	0	*1 to 12*	*13 to 48*	*49 to 70*	*71 to 90*	*91 and up*	*Base N*
Bosnian	1	13	15	7	5	3	44
Tamil	1	5	12	17	13	2	50
Somali	14	9	4	10	2	1	40
Kurdish	0	11	12	6	11	10	39

7.2: Influencing Factors

Part I: Sociodemographic characteristics

Gender and Age group

Overall, it can be seen that men do consistently better than women in each of the age groups except among elder refugees.

Table 7.7: Proportion reaching Level 4 and above by Linguistic Group and Gender using 'harder' listening hurdles.

	Bengalis	*Gujeratis*	*Punjabis*	*Chinese*	*Refugees*
F 16-29	33	44	42	65	33
M 16-29	52	79	67	83	43
F 30-44	2	30	18	41	21
M 30-44	11	42	41	46	35
F 45+	0	7	3	12	31
M 45+	3	13	9	19	10
All Females	11	27	17	37	27
All Males	16	34	33	47	36

Detailed analysis shows that only among the youngest age groups are there any significant numbers reaching Level 6 (and this is true for both men and women). However, even among this age group, men perform better than women in each

linguistic grouping with 23%, 46%, 16%, 31%, 4% of men 16-29 years old reaching the top end of the scale (reaching Level 6) compared to 8%, 18%, 14%, 15%, 4% of women 16-29 years old.

However, this is not the end of the gender story: we can examine the mean total scores broken down by age group and gender for all respondents and then only for those who made some attempt. Much of the difference between men and women in each age group is due to the large numbers of women who score zero. Indeed, when zero scorers are excluded, older women do better than older men.

Table 7.8: Mean total score by age and gender with and without zero scorers

Age group	*All F*	*All M*	*F exc. 0*	*M exc 0*
17-29	45.1	62.1	51.8	63.4
30-44	27.1	43.2	39.0	46.6
45-64	9.0	17.8	24.2	23.4
All ages	26.0	39.6	40.5	44.6

It is notable that those who are single score a lot better than the others with 39.1% of single respondents scoring at level 5.

Although the numbers are very small, there appears to be the same tendency with refugees as with other groups. Thus, whilst all groups decline in performance with age, the decline for Somalis is spectacular with 3/10 of those less than 30, 10/20 of those aged 30 to 44 and 9/9 of those aged 45+ scoring less than 13

Tenure Status

Tenure status also differentiates between performance: 30% of those who own their house outright or on mortgage and 33% of those who are privately renting reach 'survival' (a score of 49+) level compared to 19% of those who are in council tenancies.

Overall however, detailed breakdowns by tenure do not show as clear a difference as might have been expected. There is hardly any difference between those who own (whether outright or on mortgage) and those who are privately renting in proportions scoring highly although those in council accommodation appear to have more difficulty. However, about half of those who are on a mortgage score zero or less than 12, compared to just over a third of those who own outright. Once again, there is a substantial gender difference.

More interesting in some ways, is the comparison of mean scores with and without those scoring zero. As before, men score consistently better than women overall, but this seems to reflect the numbers who have no English at all. Women who do have some English perform as well as or better than men in each of the tenure status categories (Table 7.9).

Table 7.9: Mean total scores broken down by tenure and gender for all respondents and excluding zero scorers

Tenure	*All F*	*All M*	*F exc. 0*	*M exc 0*
Owner Occupier	29.3	43.6	42.7	49.0
Mortgagee	27.1	39.1	45.7	44.7
Council tenant	20.6	30.2	36.5	36.8
Housing association	33.2	37.9	38.3	39.2
Private rent tenant	26.5	52.3	36.6	55.0

Employment Status

It is clear that there is a very large difference between those who are in some kind of employment and those who are at home or retired, with those unemployed somewhere in between (Table 7.10). There is no doubt that, apart from those who are currently in education, those who are in any kind of employment (whether full- or part-time or on their own account perform a lot better than the other groups. For the retired, this reflects the age distribution, for those at home, the gender differential. Otherwise, which is cause and effect is difficult to disentangle (but see Carr-Hill, Kent, Passingham and Wolf, 1995c). It is, for example, striking that 'homemakers' perform as poorly as the retired. Although there are larger proportions of women with zero scores for each category of employment, at the top end of the range, women perform better than men for each of the categories of employment status – which means that their apparent disadvantage can be almost entirely attributed to their (ascribed?) labour market position.

Table 7.10: Proportion reaching 'survival' level by Employment Status and Gender

	F-T Emp	*Other Emp*	*Retired*	*Unemp*	*Educ*	*Home-maker*	*All*
Females	57	34	(14)	23	82	13	22
Males	41	49	0	17	74	(0)	31
Base N	197	115	36	255	40	380	1023

Note: Percentages in parentheses are based on small numbers (<20)

Moreover, the effect appears for each linguistic grouping. In every case an equal or larger proportion of women reach 'survival' level in each employment status category.

Table 7.11: Mean raw written test scores broken down by employment status and gender for all and without zero scorers

Employment status	*All F*	*All M*	*F exc. 0*	*M exc 0*
Full-time employment	56.5	47.2	61.6	52.5
Part-time or self-employment	43.0	48.5	47.8	51.0
Retired	14.9	6.9	42.2	11.1
Unemployed	29.0	27.7	39.1	31.9
Education	80.1	75.5	80.1	78.1
Homemaker	16.4	14.6	31.0	21.9

Table 7.12: Proportion reaching 'survival' level by Linguistic Grouping and Employment Status

	F Unemployed	*F Employed or in education*	*F Homemaker*	*M Unemployed*	*M Employed or in education*
Bengali	27	70	3	7	32
Gujerati	14	34	23	36	40
Punjabi	39	28	13	23	43
Chinese	17	67	18	15	65
Refugees	22	67	23	20	71

Table 7.13: Mean raw written test scores broken down by language group, employment status and gender for all.

	F Unemployed	*F Employed or in education*	*F Homemaker*	*M Unemployed*	*M Employed or in education*
Bengali	22.8	62.0	6.1	18.5	45.3
Gujerati	22.7	44.1	27.5	39.3	52.7
Punjabi	41.8	32.5	12.5	29.6	41.0
Chinese	28.8	66.4	24.8	23.8	64.2
Refugees	30.0	77.0	30.5	34.4	60.4

for Bengalis and Punjabis. However, in terms of the mean raw scores (Table 7.19), with the exception of the refugees, exactly the same pattern is observed: that is those with schooling between 5 and 9 years of education overseas are most disadvantaged; whilst after that linguistic facility improves.

There are two possible explanations: development folklore (there is very little evidence either way) insists that those who drop out of school often end up as discouraged learners (but then why isn't that true of those who have dropped out in the first four years?) Rather more prosaically, it might simply be that those who are at school longer than 9 years are more likely to be exposed systematically to school based English lessons and those with little schooling include those arriving young. Probably, the truth is a combination of the two factors.

Table 7.18: Proportion reaching 'survival' level by linguistic group and length of schooling overseas (n = 788)

Length of schooling overseas	*Bengali*	*Gujerati*	*Punjabi both*	*Chinese*	*Refugees*
4 years or less	35	20	50	24	0
5 to 9 years	7	26	25	22	27
10 to 14 years	14	38	25	64	35
15+ years	10	40	88	77	47

Table 7.19: Mean raw total scores according to length of schooling and linguistic grouping (n = 788)

Length of schooling overseas	*Bengali*	*Gujerati*	*Punjabi both*	*Chinese*	*Refugees*
4 years or less	38.2	36.9	44.0	29.5	10.8
5 to 9 years	14.6	33.5	28.1	28.4	28.4
10 to 14 years	21.7	47.9	35.3	65.7	47.5
15+ years	30.8	53.7	63.2	71.5	54.3

English Lessons overseas

Four hundred and twenty of the respondents had reported English lessons overseas. Their overall mean raw score is 47.6 which is considerably higher than

the scores for the other respondents. Moreover, there is a substantial relationship between the number of years of English lessons the respondents report and performance on the test. Nevertheless, less than 40% of those who had had at least five years English lessons overseas actually reached level 4, and over a third of those who had had ten or more years did not reach this level.

Table 7.20: Proportion reaching 'survival' level according to years of lessons overseas (N = 382)

	1 year or less	*2, 3 or 4 years*	*5 to 9 years*	*10 to 14 years*
Females	15	20	43	75
Males	24	40	31	61
Base N	38	116	131	97

Education in this country

The relationship between length of schooling in the UK and performance on the test is even clearer than with length of schooling overseas – with a steady increase from just over a third reaching 'survival' level for those with one year or less of schooling to about 80% among those with ten or more years. Whilst the gradient is gratifying for the authors who developed the test, it has to be emphasised that there are over 20% of those with five or more years full time education in the UK who did not reach this level. This suggests that the schooling provision made for them was totally inappropriate. The more detailed tables in the Appendix show the expected gradients in both the left hand columns (for Levels 1 and 2) and both the right hand columns (for both Levels 5 and 6 where relevant).

Table 7.21: Proportion reaching 'survival' level by Years of Full-time Education in England (N = 298)

	1 year or less	*2 to 4 years*	*5 to 9 years*	*10+ years*
Females	24	71	76	84
Males	47	52	77	77
Base N	75	82	74	67

There is a similar strong relationship for the number of years of self-reported Part-Time Education in the UK for women but not for men (presumed to exclude specifically English lessons).

Table 7.22: Proportion reaching 'survival' level by Years of Part-time Education in England

	1 year or less	*2 to 4 years*	*5 to 9 years*
Females	33	42	100
Males	40	63	22

The proportion reaching 'survival' level also increases steeply according to the number of years of English lessons for both men and women – although (as with many of the other relationships observed) it is difficult to be certain that the association is not confounded by a reverse relationship: those who are more confident are more likely to go to English lessons; those in need less likely. However, this might be being over-churlish.

Table 7.23: Proportion reaching 'survival' level by Years of English lessons in England (N = 422)

	1 year or less	*2 to 4 years*	*5 to 9 years*	*10+ years*
Females	19	26	70	78
Males	28	36	72	73
Base N	211	107	51	52

Self Assessment

The average scores for groups defined in terms of their self-assessment are: 1.2 (poor), 14.8 (moderate), 47.0 (good) and 73.0 (very good). Given that 47 is (just) below 'survival' level on any of the criteria and 73 is only just level 5, their self rating as good and very good respectively is rather optimistic. However, whilst one can legitimately call individual self assessments into question *on an individual basis* they are very useful indicators in *relative* terms. This is shown by the very high correlations indeed between the subjective self-assessment score (the combination of responses to understanding, speaking, reading and writing as defined above), the proportion whom the interviewer deemed to require help with the first seven questions in the questionnaire and the total raw point scores and the classification into six levels.

Table 7.24: Pearson correlation coefficients between composite self-assessed score, help given and test scores

-	*Self-assessment score*	*Raw points score*	*Six level score with harder hurdles*
% deemed to require help	0.73	0.70	0.70
Self-assessment score	1	0.81	0.81
Raw points score	0.81	1	0.95
Six level score with hardest hurdles	0.81	0.95	1

This is reflected in th breakdowns of the levels (Table 7.25). With less than 40% of those self-assessing their English as good reaching 'survival' level and 25% of those self-assessing as very good not reaching this level they are clearly over confident. However, the more detailed tables show very clearly that – in relative terms – the respondents are very self-aware.

Table 7.25: Proportions reaching 'survival' level by self-assessment scores

	Poor	*Moderate*	*Good*	*Very Good*
Females	0	6	43	80
Males	2	5	38	81

It is possible that reported self-assessment – which is effectively an expression of confidence – might vary according to linguistic group, age group and gender. The following breakdowns of total raw points scores (Table 7.26) and the proportion reaching 'survival' level (Table 7.27) suggest that there is a difference with Bengalis overstating and Chinese understating their competence (relative to the whole sample) (Table 7.26). However, detailed breakdowns show that there is very little relationship with either linguistic group or age or gender (and that was also true of the correlation coefficients.)

Table 7.26: Mean Total Raw Scores broken down by language group and self assessed score ('survival' level = 49+)

	Poor	*Moderate*	*Good*	*Very Good*
Bengali	0.4	4.8	27.6	62.1
Gujerati	1.7	18.4	43.4	74.0
Punjabi	0.2	9.1	42.7	66.9
Chinese	0.7	21.6	72.8	88.6
Refugees	7.5	19.9	58.0	75.0
Overall	1.2	14.8	47.0	73.0

Table 7.27: Proportion reaching 'survival' level score by self assessed proficiency by linguistic grouping

	Poor	*Moderate*	*Good*	*Very Good*
Bengali	0	0	10	61
Gujerati	0	6	25	71
Punjabi	0	1	34	82
Chinese	0	11	79	89
Refugees	4	7	50	72

Sub-Section Conclusion

Length of time in the UK bears very little relationship to attainment: age on arrival more so. Unsurprisingly, there are very strong relationships between previous education and performance on these tests. Thankfully – at least for the data analyst – the strongest relationship is with years of full-time education; but there is also a very strong relationship with years of English lessons both overseas and in the UK. It is quite possible that the effects of these exposures to different kinds of educational experiences are mutually self-reinforcing; so that it is difficult to decide which of the factors is most influential.

Importantly, whilst a respondent's self-assessment cannot be relied upon to provide a true picture of their linguistic competence in English, the self-assessment score is very strongly correlated to attainment on the test: indeed, at a surprisingly high level. Once again, however, it is possible that increased confidence is fostered

through years of education and of English lessons so that it is not clear whether we are dealing with a personality trait or simply a lack of educational opportunities.

6.3.4 *Profiling those at Different Levels*

The preceding sets of analyses have shown that there are several factors which are associated with low scores and with high scores on the test. On this basis, it is possible to characterise those who score high and low on the test.

Low Scorers (Zero points on the test)

Respondents who score zero (N=278) can be reasonably clearly characterised. There is a clear differentiation between the minority groups chosen, with ninety nine Bengali-speaking (39% of the sample of that group), 23 Gujerati-speaking (11%), 104 Punjabi-speaking (37%), 36 Chinese-speaking (19%), and 16 from refugee groups (9%). Nearly all (258/278) required some help at the very beginning of the interview.

In socio-biographical terms, they are predominantly female (205/268 or 78% compared to 56% of the whole sample) and elderly (142/270 or 52% of those aged 45 or more compared to 30% of the whole sample); very few are employed (28/277 or 10% compared to 31% of the whole sample), or have had any schooling in the UK (9 or 3% had, in fact been to UK school for up to four years compared to 32% of the whole sample who had attended school for varying lengths of time in the UK.). The power of these factors in combination is illustrated by recognising that 32 of the 38 Bengali-speaking women aged 45+ and 40 of the 50 Punjabi-speaking women aged 45+ scored zero; equally 177 of the 392 female homemakers score zero.

High Scorers(Scoring 91 or more points on the test + a very good score on the listening task)

There are only 58 who scored at the highest level on the test : 10 Bengali speaking (4% of the sample in that group); 9 were Gujeratis (4%); 5 Punjabis (2%); 30 Chinese (17%) and 4 Refugees (2%). Very few (3/58) required any help at all at the beginning of the interview.

In socio-biographical terms, they are predominantly young (34/56 or 61% compared to 22% of the whole sample), and in employment (33/55 or 60% compared to 31% of the whole sample) and had at least 4 years schooling in the UK. (Only 16/56 or 29% had less than 4 years of schooling in the UK compared to less than a third of the whole sample who had attended UK school at all. Moreover none of those 16 had arrived before the age of 14.) The power of these factors in combination is illustrated by the fact that 11 of the 23 Chinese speaking men aged 17-29 and 9 of the 34 males in education scored at the highest level.

Over half (33) of this group had taken English lessons before arriving here. Of the remaining 25, nineteen had arrived before the age of 10 so that there would have been little opportunity for them to be exposed to English overseas. Overall therefore this group was more than twice as likely as the main sample to have taken English lessons overseas. Nearly half (27) were taking or had taken English lessons in the UK, while of the remaining 31, fifteen had at least 4 years of English schooling.

In other words very few people who come here as adults, and therefore almost certainly don't go to school in the UK, ever get to a stage of linguistic competence where they can operate – however much prior education overseas they have received.

7.3 Multivariate Analysis

Although it is possible to characterise quite easily those who score very badly (elderly, female, not in the labour market, little previous schooling) and those who score very well (young, in employment, and with substantial schooling), this is only of limited utility in planning the kinds of provision that ought to be made available. The main problem in producing similar exact profiles of the 'intermediate' groups (in fact, more than 70% of this sample) is that, despite very strong relationships being observed between current employment status, prior education and attainment, there is no clear picture of the way in which these factors combine to influence the distribution of respondents between Levels 2 to 5.

The approach used here therefore, is to examine the ways in which the factors in combination are associated with the raw *written* test scores, dividing the factors into distinct coherent groups, and analysing the additional impact of each group of factors within a multivariate framework. The order in which the groups of factors are entered into the analysis is critically important; and should correspond to the presumed 'causal' chain affecting performance.

The proposed causal chain was illustrated in Figure 1 in Chapter 5. Clearly, current age, gender, linguistic group membership, age at entry (if not born in the UK) and years in the UK are 'prior' variables. Whilst, in terms of temporal sequence, educational experiences are obviously prior, the argument here is that one should consider current socio-economic status as measured by employment status and tenure before analysing the impact of prior educational experiences.

Current socio-economic status is having an effect on English proficiency now since it determines their basic daily environment. In pragmatic terms, the information on employment status and tenure is also much more easily available (often from records) than information on educational experiences (which – other than numbers of years of schooling in the UK – requires a survey.)

The status of a variable like the self-assessed fluency score is rather ambiguous. It seems unlikely that it reflects a cultural or individual over-confidence simply because it is so well correlated with the actual achieved score. The other possibility is that it reflects other characteristics (e.g. education) or represents a residue of factors that have not been otherwise measured. It is for this reason that it has been included at the end of the causal chain – in order to minimise its effects.

These blocks of factors are as follows: linguistic group (i.e. Bengali, Gujerati, Punjabi and Chinese compared to Refugees); demographic characteristics (current age in years, female or male, age at entry in years, number of years in UK); socio-economic status (full-time employed, unemployed or homemaker, compared to other statuses; and owner occupier versus other tenure statuses); education overseas (whether or not attended school, years of schooling, and whether or not has taken normal English lessons); education in the UK (whether or not attended school, years of schooling, and whether or not taken formal English lessons); and finally, self-assessed fluency. All have been entered in sequence into a simple Ordinary Least Squares Regression model. The measure of impact has been taken to be the additional explanatory power of the group of factors. Coefficients of individual variables are not presented because the non-random nature of these samples means that it would be quite inappropriate to interpret the coefficients in any policy context. However, the sign + indicates that having more of the factor is associated with higher scores, and the sign – that less of the factor is associated with lower scores; and statistical significance (* statistically significant at the 10% level, ** statistically significant at the 1% level) of individual variables is indicated.

Two additional analyses have been carried out. First, to examine among those who are at Pre-'survival' level (i.e. less than 49 points), the factors which differentiate between those who are apparently functionally illiterate and those who can, in fact, communicate to some extent. This distinguishes a group which cannot participate other than via other people in an English language dominated society from those who can at least struggle to participate. Second, to examine, among those individuals who can communicate functionally to some

degree (a minimum of 13 points in the raw scores) those who actually reach levels 4 or 5 – variously defined – on the test. This distinguishes a group who might be able to participate in further education from those who are only minimally able to function.

For all the sample, at the first stage in the analysis, gender, age group and the variables representing Bengali, Chinese and Punjabi speakers emerge as clearly significant and, relative to the refugee groups, with a negative coefficient. But the effect of belonging to the Chinese community and of gender disappear as significant factors when variables representing relationship to the labour market are included. Equally, whilst being in full-time employment enters as a highly significant variable at Stage 3, when variables representing educational experiences are included, it becomes insignificant. On the other hand, being unemployed remains with a negative effect.

Apart from the negative effect of belonging to a South Asian linguistic group (and not to the Chinese), age group (the younger perform better), all of the variables reflecting educational experiences (whether of formal schooling or English lessons) are important. This remains true even after the self-assessed fluency score (which has a large and highly significant positive effect) is entered.

Among those scoring at the bottom end of the scale (less than 49 points), at the first stage in the analysis, gender, age group and the variables representing Bengali, Chinese and Punjabi speakers emerge as clearly significant for degree of competence. But the effect of belonging to the Chinese community decreases and of gender disappears as significant factors when variables representing relationship to the labour market and schooling are included. It is noticeable that the variables reflecting relationship to the labour market are not very important at any stage.

Apart from linguistic group membership, the variables which remain in the analysis as important after the self-assessed fluency score is entered, are the positive effect of length of schooling overseas, and of reporting having attended an English lesson overseas. There is a *negative effect of schooling in the UK* although number of years exerts a positive effect. Given the tables presented earlier, it seems likely that the explanation of the latter is age-related in that those who have been to school longer overseas will have attended less school in the UK, and that neither has had much influence on the respondent's literacy!

For those scoring at the top end of the scale, at the first stage in the analysis, only age group and the variable representing Chinese speakers emerge as clearly significant. These factors remain – albeit with reduced coefficients – significant as other sets of variables are introduced; being unemployed appears to be an impediment to achievement, whilst length of schooling overseas and in the UK and whether or not they have had English lessons in the UK have positive effects.

Although, in gross terms the equations are similar, there are some differences. Thus:

- linguistic group is important at the low end of the scale whilst unemployment is what matters at the top end of the scale;
- at the bottom end of the scale what matters is the educational experiences that members of the minority community have brought with them; whilst at the top end of the scale, provision in the UK has had an effect.

The overall impression from these multi-variate analyses is that the English capacity of different groups is highly pre-determined. Being able to account for 50% of the variance on a test using an individual's socio-biography – that is even without using the self-assessed fluency score – is unusual. Thus, among the general population, the power of statistical stratification in acccounting for variations in achievement or outcome has diminished over the last few decades – a reflection both of increased social mobility but also of the greater difficulty of identifying someone's class or status position by, for example, their appearance, educational background, employment or tenure status. But, among these minority groups, it appears that some of the material aspects of social status – achieved education, employment and tenure status – are strongly associated with achievement. As it seems unlikely that the education, employment opportunities or tenure status are more powerful determinants in themselves, it is probable that this effect is a reflection of that community's system of social stratification which is mapped on to the statistical classifiers used in this study.

Another important generalisation from these analyses is that, given the negative coefficients observed for the specific linguistic groups and after controlling for all the other variables, respondents from refugee groups perform substantially better than those from the other minority communities.

Table 7.28: Blocks of factors entering the equation to predict the raw written test score at different stages for the whole sample

	Stage I	*Stage II*	*Stage III*	*Stage IV*	*Stage V*	*Stage VI*
I. Linguistic Group						
Bengali	− * *	− * *	− * *	− * *	− * *	− * *
Gujerati	+	−	− * *	− * *	− *	− * *
Punjabi	− * *	− * *	− * *	− * *	− * *	− * *
Chinese	+	+	−	−	− *	−
Total R squared	.07					
II. Demographic characteristics						
Current age		− * *	− * *	− * *	− * *	− *
Gender (F1, M2)		+ * *	+	−	—	−
Age at entry		− * *	− * *	− * *	−	+
Years in UK		−	−	−	+	−
Total additional R squared		.31				
III. Socio-economic Status						
Full time employed			+ *	+ * *	+ *	+
Unemployed			− * *	− * *	− *	−
Homemaker			− * *	− * *	−	+
Tenure (Renting etc, 1, 0/0 2)			+ * *	+ * *	+ *	+ * *
Total additional R squared			.35			
IV. Education overseas						
Attended school? (No1 Yes 2)				− * *	− * *	− * *
Years of schooling o/s				+ * *	+ * *	+ * *
Formal English lessons				+ * *	+ * *	+ * *
Total additional R squared				.43		
V. Education in UK						
Attended school?					+ * *	+
Years of schooling in UK					+ * *	+ * *
Formal English lessons					−	−
Informal Learning					+ * *	+ * *
Total additional R squared					.61	
VI. Subjective assessments						
Self-reports of proficiency						+ * *
Total additional R squared						.74

Notes

1. The dependent variables so the raw written test score.
2. At each stage a different group of factors is included.
3. R squared is the proportion of overall variance in the raw writen test score accounted for by all the factors included up to and including this stage.
4. Symbols − • Statistically significant at 10% level.
   •• Statistically significant at 1% level.

Table 7.29: Factors entering the equation at different stages for those scoring less than 49.

	Stage I	*Stage II*	*Stage III*	*Stage IV*	*Stage V*	*Stage VI*
I. Linguistic Group						
Bengali	– * *	– * *	– * *	– * *	– * *	– * *
Gujerati	–	–	–	– *	– *	– * *
Punjabi	– * *	– * *	– * *	– * *	– * *	– * *
Chinese	– * *	– *	– *	– * *	– *	– *
Total R squared	.05					
II. Demographic characteristics						
Current age		– *	– *	– *	– *	–
Gender (F1, M2)		+	+ *	+	+	+
Age at entry		– * *	– * *	– * *	–	–
Years in UK		+	+	+ *	+	+
Total additional R squared		.19				
III. Socio-economic Status						
Full time employed			+ *	+ *	+ *	+ *
Unemployed			+	+	+	+
Homemaker			–	–	+	+
Tenure (Renting etc. 1, 0/0 2)			+	+	+	+
Total additional R squared			.21			
IV. Education overseas						
Attended school?				–	–	– *
Years of schooling o/s				+ * *	+ * *	+ * *
Formal English lessons				+ * *	+ * *	+ *
Total additional R squared				.29		
V. Education in UK						
Attended school?					–	– *
Years of schooling in UK					+ * *	+ * *
Formal English lessons					– *	+
Informal Learning					+ * *	+ *
Total additional R squared					.37	
VI. Subjective assessments						
Self-reports of proficiency						+ * *
Total additional R squared						.46

Notes

1. The dependent variables so the raw written test score.
2. At each stage a different group of factors is included.
3. R squared is the proportion of overall variance in the raw writen test score accounted for by all the factors included up to and including this stage.
4. Symbols – + Statistically significant at 10% level;
   – – Statistically significant at 1% level.

Table 7.30: Factors entering the equation at different stages for those scoring more than 13.

	Stage I	*Stage II*	*Stage III*	*Stage IV*	*Stage V*	*Stage VI*
I. Linguistic Group						
Bengali	–	–	– *	– *	– *	– * *
Gujerati	+	+	–	–	–	– *
Punjabi	+	–	–	– *	–	– *
Chinese	+ * *	+ * *	+ *	+ *	+	+ *
Total R squared	.05					
II. Demographic characteristics						
Current age		– * *	– * *	– * *	– * *	– *
Gender (F1, M2)		+	–	–	–	+
Age at entry		– * *	– * *	– * *	+	+
Years in UK		– *	– *	–	–	– *
Total additional R squared		.14				
III. Socio-economic Status						
Full time employed			+	+	+	+
Unemployed			– * *	– * *	– *	–
Homemaker			– *	– *	–	+
Tenure (Renting etc, 1, 0/0 2)			+ * *	+ * *	+ *	+ *
Total additional R squared			.17			
IV. Education overseas						
Attended school?				– * *	– *	–
Years of schooling o/s				+ * *	+ * *	+ *
Formal English lessons				+ *	+ * *	+
Total additional R squared				.21		
V. Education in UK						
Attended school?					+ * *	+ *
Years of schooling in UK					+ * *	+ * *
Formal English lessons					– * *	– * *
Informal learning					– * *	+ *
Total additional R squared					.39	
VI. Subjective assessments						
Self-reports of proficiency						+ * *
Total additional R squared						.55

Notes:

1. The dependent variables so the raw written test score.
2. At each stage a different group of factors is included.
3. R squared is the proportion of overall variance in the raw writen test score accounted for by all the factors included up to and including this stage.
4. Symbols – • Statistically significant at 10% level;
   •• Statistically significant at 1% level;

Conclusions

8.1 Background

Much of the educational support to immigrant communities has, quite rightly, been focused upon the education of their children. But it is increasingly recognised that there are many adults who have 'missed out' either through having received no schooling or only receiving very partial schooling. They find themselves with only very limited English communication skills and so have only a limited capacity to function in the labour market and more generally in society, and to facilitate the education of their own children.

Proposals to provide appropriate classes or other provision have, however, been hampered by the lack of information about these communities; and, in particular, any knowledge about their facility with English other than self-report. It is important to provide a more objective picture of the difficulties with English faced by these communities. In a situation where there is increasing concern to target state support effectively, it is obviously crucial to obtain an accurate measure of linguistic functioning.

8.2 Process

The purpose of this research has therefore been to carry out a survey among reasonably large representative samples of several minority linguistic communities in England using mother tongue interviewers. The objective has been to establish their level of English proficiency not only by enquiring about their prior educational experience and qualifications, but also through administering a spoken and written test.

This has involved two major practical problems: locating a reasonably representative sample and devising a suitable test. The research team have been successful in identifying appropriate samples of Bengalis, Gujeratis, Punjabis nationwide and Chinese in London; and have also shown that it is possible to

identify reasonable samples of four refugee communities: Bosnians, Tamils, Somalis and Kurds. In the absence of a pre-existing instrument, a test of listening, reading, and written comprehension has been developed with some 20 tasks which range from the very simple (filling in a mock application for a Library card and referring to a Telephone Directory) to the moderately difficult (comprehension of Social Security rules and regulations). The test can be administered in less than an hour (including a brief interview to elicit background information, experiences of learning English and self assessment) and discriminates powerfully between groups in this population who are mostly at the lower end of the scale of proficiency. There are clear 'thresholds' of difficulties in the test; and these correspond to the functionally-defined levels used in this report.

8.3 Summary of Findings

The achieved interviewed samples are 262 Bengalis, 225 Gujeratis, 314 Punjabis, 196 Chinese, 45 Bosnians, 51 Tamils, 40 Somalis and 40 Kurdish (although three of the latter group had been born in China). Of these 1170, it transpired that seventy two were born in Britain. Any difficulties they may have with English are obviously of a different order than experienced by those who entered later. The analysis of the interview responses and the test results has therefore concentrated on those not born in Britain, viz. 251 Bengali speakers, 208 Gujeratis, 278 Punjabi, 188 Chinese and 173 in the four refugee groups.

In terms of age and gender and household composition, they are approximately representative of their communities (cf. 1991 Census). Substantial proportions are unemployed or out of the labour market altogether. Most had attended school overseas, and probably longer than the average for the countries whence they came; and nearly half had had some English lessons before coming to the UK. Under a third had had some schooling in the UK but nearly a half had taken or were taking English lessons: nearly a half of these were in adult education; the remainder had been to college or taken private lessons. Whilst many are fluent in more than one language, only a fifth report that they understand English 'very well', and over a quarter report that they cannot read English at all.

More than a third of Bengali speakers and Punjabi speakers are 'on the floor' scoring zero on the written test, i.e. they are unable to fill in a Library Card application, read a School Timetable or a Telephone Directory. In contrast, only approximately 14% of Bengalis, 29% of Gujeratis, 26% of Punjabis, 41% of Chinese

and 32% of the Refugees reach a "survival" level of competence; and very small proportions – only 4% of Bengalis, 4% of Gujeratis, 2% of Punjabis, 16% of Chinese, and 2% of the refugee groups respectively - reach the 'ceiling' (scoring 91+ points and having very good score on the listening test). These figures are for those not born in Britain: to estimate the achievement level of the corresponding population groups, the figures would have to be adjusted to include those born in Britain. For the Chinese and refugee groups this would only make a very small difference. However, the figures for the South Asian groups would have to be further adjusted because these samples had been pre-selected to exclude those for whom English was the main spoken and preferred reading language and who had a British qualification. A best estimate for the South Asian communities, whether or not born in Britain, is 16% of Bengalis, 44% of Gujeratis and 29% of Punjabis would reach a "survival" level of competence.

As expected, younger perform better than older age groups. Overall men perform better than women but this is almost entirely accounted for by their higher probability of being in the labour market – indeed women in full-time employment score better than men in full-time employment. Other 'traditional' criteria of socio-economic classification such as tenure status do not discriminate. The importance of employment status is however ambiguous: it might provide the opportunities to meet and learn with colleagues; it might also be that those with good skills get jobs.

Previous educational experience – whether overseas or in the UK – has a powerful effect; and recall of English lessons is also strongly associated with attainment. Moreover, those who went to school prior to coming to the UK are more likely to have had English lessons overseas: there is a mutually reinforcing cycle. When asked how well they understood, read, spoke or wrote English, respondents in general over-rated their proficiency; but, in comparisons between respondents, the self-assessment score is a very good relative indicator of their proficiency with correlations of over 0.8 between their self-assessment and their total points on the written test.

It is relatively easy to characterise those at the bottom (elderly, female, out of the labour market and with little previous schooling) and those at the top (young, in employment, and with substantial previous schooling). The inter-relation between all the factors makes it difficult to identify the most important factors discriminating between, say, those who are functionally illiterate and those who are

at a pre-'survival level', or between those who are at a 'survival' level and those who are at a level which would equip them to undertake study in English and work independently in an English environment. Some progress can be made within a multi-variate framework especially as the extent to which the differences between respondents' scores on the written test can be accounted for in terms of simple socio-demographic variables is startling. This analysis confirms, for example, that the effect of gender disappears being accounted for by employment status and prior educational experiences. Moreover, it is also noteworthy that, after all these factors have been taken into account, the refugee groups perform best.

8.4 Implications

There is a substantial 'unmet' need out there. The fact that a quarter of those not born in Britain were unable to attempt even the simplest tasks and that nearly three quarters are below a 'survival' level is a graphic marker of the problems.

The analysis of the preceding chapter can be used to make predictions of the numbers of people we would expect to see in each local authority area on need of English language provision. This can be done in two ways: either by using the breakdown of the results according to age and sex or by using a slightly more complicated 'synthetic estimation' procedure. Both approaches depend on the extensive data provided by the OPCS in the Sample of Anonymised Records (SARS) which is a 2% sample of individual records from the 1991 Census. The data set is described in detail in OPCS (1993).

The 'simple' procedure is based on applying the rates observed in the study to the age-sex breakdown of the groups in the SARS database to produce rates standardised for age and sex. The more complex 'synthetic estimation' is an extrapolation from the characteristics of individuals in each of the local authorities based on the regression coefficients of the Census variables which entered into the equation described in the previous chapter. For each individual within the SARS sample a 'predicted score' or estimated score can be computed based on the coefficients of these variables. By comparing the distribution of predicted scores with the proportions observed in each level in the basic study, a predicted score can be assigned to a level.

The basic problem for both procedures is the choice of groups for which to make the estimation. We would have liked to be able to make estimations corresponding

to the linguistic groups we have defined. This information is not, of course, available in the Census. In the survey, we had asked both for self-reported ethnic group and country of birth. Neither is ideal. For example, in principle, self-reported ethnic language group maps into language groups as defined initially by the research team. However, thirty one (3%) did not or refused to give a self-definition; and the labels 'Bengalis', 'Gujeratis', 'Punjabis' are not the same as in the Census. Moreover, of those (N=183) claiming themselves to be Gujeratis (as distinct from the research team's classifications), 117 were born in India and 56 elsewhere (presumably East Africa); of those (N=278) claiming themselves to be Punjabi, 62 were born in India and only 200 in Pakistan; of those (N=179) claiming to be Chinese, only 27 were born in the People's Republic, 53 and 98 in Hong Kong and Taiwan respectively.

For these reasons, and because of the concern with the English language needs of those who have not been through the English educational system, we have chosen to calculate the rates standardised to the age and sex distribution of the corresponding population and to make synthetic estimation based on country of birth, which was at least common to both the Census and the Survey. The basic test results to be used in any synthetic estimation procedure have therefore been recomputed for country of birth and are given in Table 8.1. When applied to the numbers of each country-of-birth, age-sex standardised group broken down by age and sex in the SACS sample, these values give the estimated numbers in Table 8.2. (The full estimates for each local authority area will be published separately).

Table 8.1: Distribution of respondents into Levels according to Country of Birth

(Raw percentages) %	*Level 1*	*Level 2*	*Level 3*	*Level 4*	*Level 5*	*Level 6*
Bangladesh	37.4	30.3	19.0	5.2	4.6	3.5
India	17.5	31.1	30.7	10.2	9.2	1.4
Pakistan	44.9	16.4	12.4	16.0	7.4	2.8
China	23.2	22.0	15.9	15.9	11.0	12.2

Table 8.2: Estimated numbers scoring zero, not reaching a "survival level" or scoring highly in each Country of Birth Group outside London and in London based on age and sex distributions.

		Population	*Numbers scoring zero*	*Numbers not reaching Foundation Level*	*Numbers reaching Level 6*
Bangladesh	London	40,100	11,310	32,310	2,910
	Outside London	38,350	10,280	30,520	2,910
India	London	109,050	20,145	82,245	2,245
	Outside London	175,200	29,890	132,975	3,570
Pakistan	London	34,050	12,345	23,575	5,980
	Outside London	154,950	48,000	104,720	6,520
China*	London	57,350	10,460	27,470	15,000
	Outside London	26,250	4,340	12,210	6,020

* including Hong Kong and Taiwan

The results are startling and clear. In the South Asian and Chinese populations nearly 150,000 people score zero. 450,000 fail to reach a 'survival' level. There are many many thousands of people, both outside and in London, who are functionally illiterate in English. They cannot participate fully in English society, nor can they make the full contribution of which they are capable. The picture is indeed one of opportunities lost.

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Interview Questions

MORI/8437

ALBSU
Ethnic Literacy

Sample Point Number

(1-4) (5) (6) (7) (8) (9) (10)

Good morning/afternoon/evening, I'm .... from MORI. A couple of years ago you helped us with a survey about the health and lifestyle of people living in Britain. I would like to ask for your help again, but with a different survey. This survey is being funded by the Adult Literacy and Basic Skills Unit, who want to look at different peoples' needs for the use of the English language. The information we get will be used to help improve opportunities for people who need and want to improve their English. The interview will last about an hour and there will be some written questions. The information you give us will only be used anonymously, your names and addresses will not be part of any report and no information will be given to any Government department.

I would like to ask you the first few questions in English, but don't worry if you can't answer them, I will repeat them in (appropriate language) **if you don't understand them.**

Q1 In what country were you born?

	(11-12)		(11-12)
Bangladesh	01	Pakistan	11
Bosnia	02	Serbia	12
China	03	Somalia	13
Croatia	04	Sri Lanka	14
Ethiopia	05	Taiwan	15
Hong Kong	06	Turkey	16
India	07	Yugoslavia	17
Iran	08	England, Wales, Scotland	18
Iraq	09	Other (WRITE IN & CODE '19')	19
Kurdistan	10	.....	

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Q1 asked in (13)
English 1
Own language 2

ASK ALL NOT BORN IN UK, (NOT CODE '18' AT Q1). OTHERS GO TO Q7

Q2 How long have you lived in England?
WRITE IN NUMBER. USE LEADING ZEROS

☐☐ years

Under a year 98
Don't know.....99

Q2 asked
English 1
Own language.....2

Q3 And how old were you when you came to this country to live?
WRITE IN NUMBER USE LEADING ZEROS

☐☐ years old

Under a year 98
Don't know.....99

Q3 asked in
English 1
Own language.....2

Q4 Did you ever attend school or college in your country of birth, or another country apart from England?

Yes 1
No 2

Q4 asked in
English 1
Own language.....2

ASK IF YES AT Q4. OTHERS GO TO Q7

Q5 How old were you when you first started school?
WRITE IN. USE LEADING ZEROS.

☐☐ years old

Don't know.....99

Q5 asked in
English 1
Own language.....2

Q6 And how old were you when you finished school or college, that is before coming to this country? WRITE IN. USE LEADING ZEROS

☐☐ years old

Don't know.....99

Q6 asked in
English 1
Own language.....2

ASK ALL

Q7 Have you received any educational qualifications outside of Britain? IF YES: What is the highest qualification you have received? WRITE IN.

No qualifications 1

.....

SUBJECT? .....

LEVEL? .....

AGE TAKEN? .....

Q7 asked in
English 1
Own language.....2

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ASK ALL NOT BORN IN UK (NOT CODE 18 AT Q1). OTHERS GO TO Q13

Q8 Before coming to this country did you ever take English lessons?

Yes.....1
No.....2

ASK IF YES AT Q8. OTHERS GO TO Q12.

Q9 Where did you learn English?

At school (under 18 years).....1
At college/university.....2
Adult education classes.....3
Other (WRITE IN & CODE '4').....4

.....

Q10 How long did you learn English for? WRITE IN. USE LEADING ZEROS.

☐☐ years

Under a year.....98
Don't know.....99

Q11 Since taking these English lessons do you think your English has improved, stayed the same or got worse?

Improved.....1
Stayed the same.....2
Got worse.....3
Don't know.....4

ASK ALL NOT BORN IN UK (NOT CODE 18 AT Q1). OTHERS GO TO Q13.

Q12 Thinking about before you came to this country did you learn English .....?
READ OUT

	Yes	No
through speaking it at home	1	2
through speaking it at work	1	2
through speaking it with friends	1	2

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ASK ALL

Q13 Have you ever attended school or college in England? IF YES **Are you currently attending school or college?**

Yes, currently.....1
Yes, previously.....2
No.....2

ASK IF YES AT Q13 (CODES 1 OR 2) OTHERS GO TO Q16

Q14 How many years have you spent in full time education in England?
WRITE IN. USE LEADING ZEROS.

☐☐ years

Under a year.....98
Don't know.....99

Q15 And how many years have you spent in part time education in England?.
USE LEADING ZEROS.

☐☐ years

Under a year.....98
Don't know.....99

ASK ALL

Q16 Have you obtained any educational qualifications in this country?
IF YES **What qualifications have you received?**

No qualifications.....1
Degree (or degree level qualifications).....2
Teaching qualification.....3
HNC/HND, BEC/TEC higher, BTEC Higher.....3
City and Guilds Full Technological Certificate.....3
Nursing qualification (SRN, SCM, RGN, RM, RHV, Midwife).....3

'A' levels/SCE Higher.....4
ONC/OND/BEC/TEC not higher.....4
City and Guilds Advanced/Final level.....4

'O' level passes (Grade A-C if after 1975) 5
GCSE (grades A-C) 5
CSE Grade 1 5
SCE Ordinary (Bands A-C) 5
Standard Grade (Level 1-3) 5
SLC Lower 5
SUPE Lower or Ordinary 5
School Certificate or Matric 5
City and Guilds Craft/Ordinary Level 5

CSE Grades 2-5 6
GCE 'O' level (Grades D and E if after 1975) 6
GCSE (Grades D,E,F,G) 6
SCE Ordinary (Bands D and E) 6
Standard Grade (Level 4,5) 6
Clerical or Commercial qualifications 6
Apprenticeship 6

CSE ungraded 7

Q17 Have you ever taken English lessons in this country? IF YES **Are you currently taking English lessons?**

Yes, currently 1
Yes, previously 2
No 3

ASK IF YES AT Q17 (CODES 1 OR 2). OTHERS GO TO Q21

Q18 Where did you learn/are you learning English?

At school (under 18 years) 1
At college/university 2
Adult education classes 3
Other (WRITE IN & CODE '4') 4
.....

Q19 How long did you learn/have you been learning English for?
WRITE IN. USE LEADING ZEROS.

☐☐ years

Under a year 98
Don't know 99

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Q20 Since taking these English lessons do you think your English has improved, stayed the same or got worse?

Improved 1
Stayed the same 2
Got worse 3
Don't know 4

ASK ALL

Q21 Whilst living in this country have you learnt English ...?
READ OUT

	Yes	No
through speaking it at home	1	2
through speaking it at work	1	2
through speaking it with friends	1	2

Q22 Are there any other situations where you have learnt English?
WRITE IN. PROBE FULLY.

.....

.....

.....

.....

.....

.....

Q23 Which languages do you speak, including English?
CODE ALL MENTIONS

ASK IF MORE THAN ONE MENTIONED AT Q23

Q24 Which language do you consider is your main spoken language?
SINGLE CODE ONLY

	Q23 Speak		Q24 Main
	Yes	No	
English	1	2	01
Bengali	1	2	02
Gujerati	1	2	03
Hindi	1	2	04
Punjabi	1	2	05
Sylheti	1	2	06
Urdu	1	2	07
Cantonese	1	2	08
Mandarin	1	2	09
Turkish	1	2	10
Kurdish	1	2	11
Tamil	1	2	12
Somali	1	2	13
Serbo-Croat	1	2	14
Other (WRITE IN & CODE)			
Q22	1	2	
.....			
Q23			15
.....			

ASK ALL

Q25 How well would you say you understand English when it is spoken to you? READ OUT

Q26 How well would you say you speak English? READ OUT

	Q25 Understand ( )	Q26 Speak ( )
Very well	1	1
Fairly well	2	2
A little	3	3
Not at all	4	4

ASK ALL

Q27 Which languages do you read, including English?

CODE ALL MENTIONS

ASK IF MORE THAN ONE MENTIONED AT Q27. OTHERS GO TO Q29

Q28 Which do you consider is the main language you prefer to read?

SINGLE CODE ONLY

	Q27 Read		Q28 Main
	Yes	No	
English	1	2	01
Bengali	1	2	02
Gujerati	1	2	03
Hindi	1	2	04
Punjabi	1	2	05
Sylheti	1	2	06
Urdu	1	2	07
Cantonese	1	2	08
Mandarin	1	2	09
Turkish	1	2	10
Kurdish	1	2	11
Tamil	1	2	12
Somali	1	2	13
Serbo-Croat	1	2	14
Other (WRITE IN CODE)			
Q27	1	2	
Q28			15

ASK ALL

Q29 How well would you say you read English? READ OUT

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Q30 And how well would you say you write English? READ OUT

	Q29 Read	Q30 Write
Very well	1	1
Fairly well	2	2
A little	3	3
Not at all	4	4

Q31 In your day to day life are you comfortable with your English or are there any everyday situations where your level of English makes you feel uncomfortable? PROBE FULLY FOR SITUATIONS. WRITE IN

.....

.....

Q32 Do you feel there are any aspects of your English skills which you need to improve, or not? IF YES **What particular aspects?** PROBE FULLY

.....

.....

Q33 Do you ever read English newpapers? IF YES **Which newspaper do you normally read?** MULTICODE OK.

Never read English newspapers	01
Daily Express	02
Daily Mail	03
Daily Mirror	04
Daily Record	05
Daily Star	06
The Daily Telegraph	07
Financial Times	08
The Guardian	09
The Independent	10
The Sun	11
The Times	12
Today	13
The Evening Standard	14
Local Papers (WRITE IN & CODE 15)	15

.....

Other (WRITE IN & CODE 16) 16

.....

ASK IF YES AT Q33 OTHERS GO TO Q35

Q34 On average how often do you read English newspapers? READ OUT

Every day 1
Several times a week 2
Once a week 3
Less often 4

ASK ALL

Q35 Do you ever watch English television programmes?

Yes 1
No 2

ASK IF YES AT Q35. OTHERS GO TO Q38

Q36 On an average week day, how many hours of English television do you watch? USE LEADING ZEROS

☐☐ hours

Under an hour 98
Don't know 99

Q37 And at weekends, on average, how many hours per day of English television do you watch? USE LEADING ZEROS

☐☐ hours

Under an hour 98
Don't know 99

ASK ALL

Q38 Do you ever listen to English radio?

Yes 1
No 2

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ASK IF YES AT Q38. OTHERS GO TO ASSESSMENT TASKS.

Q39 On average how often do you listen to English radio? READ OUT

Every day 1
Several times a week 2
Once a week 3
Less often 4

Q40 Do you normally listen to any of the following types of programmes on English radio, or not? READ OUT

	Yes	No	Don't know
Music stations	1	2	3
Sports programmes	1	2	3
News/current affairs	1	2	3
Chat shows	1	2	3
Phone in programmes	1	2	3
Magazine type programmes	1	2	3
Other types of programmes (write in)	1	2	3

GO TO ASSESSMENT TASKS

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Reading, Writing and Listening Test

Task 1: Library Card

Instructions to complete the card are provided up to 3 times in English, then in own language.

Library Application Form

Please complete this form in BLOCK LETTERS.

SURNAME .....MR/MRS/MISS/MS.....

FIRST NAMES.....

ADDRESS.....

.....

.....

POSTCODE.....

AGE .....

I wish to join the library, and agree to keep the rules, and to pay the charges if a book is overdue.

SIGNATURE.....DATE.....

Task 2: Tenants' Meeting

Interviewer hands notice to respondent.

TENANTS' ASSOCIATION MEETING

at

KINGSWOOD CENTRE

on

15 December 1994

at

7.30 p.m.

The following questions are asked orally up to three times in English and responses recorded by interviewer. If no response, questions posed in written form (on a large showcard). If no response, own language used.

1. What is this notice about?
2. Where is the meeting to be held?
3. What time does the meeting start?

Task 3: Maria's School Timetable

Instructions to complete provided up to three times in English and then in own language.

Here is Maria's school timetable. Use it to answer the questions.

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
1st	English	History	Science	English	History
2nd	English	Maths	English	History	English
3rd	Science	English	English	Maths	Maths
4th	Maths	Geography	Maths	Geography	Science
5th	Music	Art	Geography	Music	Physical Education
6th	-	Physical Edcation	Physical Education	-	Art

What is Maria's last lesson on Tuesdays?

.....

What is the third lesson for Maria on Thursdays?

.....

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Task 4: Calendar

Instructions to complete given up to three times in English, then in own language.

Circle the dates on the calendar.

1. **August 31, 1995**
2. **March 17, 1995**

Example:
October 14,1995

OCTOBER

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	(14)	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1995

JANUARY

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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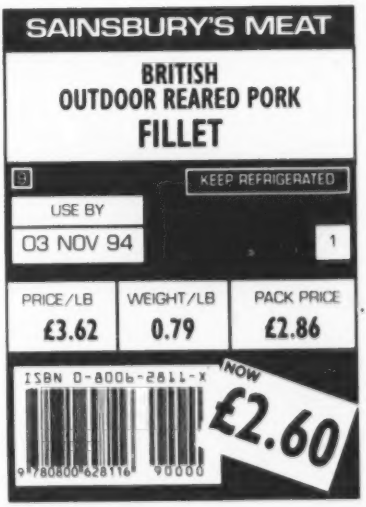
Task 5: Labels

(MORE FLUENT RESPONDENTS STARTED HERE)

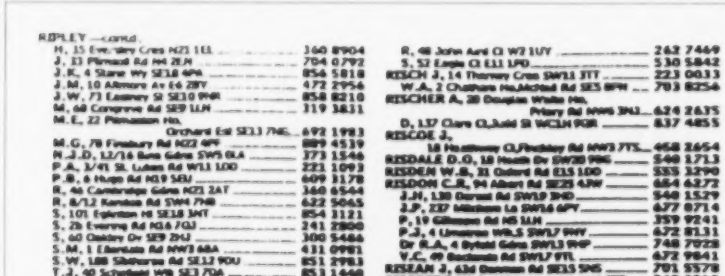
Interviewer hands showcard with labels on to respondent. Questions asked orally and responses recorded: up to 3 times *in English only*. If no response, questions posed in written form.

1. How much does the top package cost?
2. How much does this cost per pound?
3. The bottom package is on sale. How much does it cost?



Task 6: Telephone Directory

Interviewer asks questions orally up to 3 times. If no response, questions posed in written form.



RIPLEY —cont'd.
H, 15 Everbury Cres N21 1EL 360 8904
J, 23 Pitmead Rd W4 2EH 704 0792
J.K., 4 Stane Wy SE18 4PH 856 5818
J.M., 10 Altmore Av E6 2BY 472 2956
J.W., 73 Lessory St SE10 9HR 858 8210
M., 68 Congreve Rd SE9 1LH 319 3831
M.E., 22 Pemaston Ho, Orchard Est SE13 7HE 692 1983
M.G., 78 Finsbury Rd N22 6PF 889 4539
N.J.D., 12/16 Bute Gdns SW5 0LA 373 1546
P.A., 3/41 St. Lukes Rd W11 1DD 221 1093
P.B., 6 Hugo Rd N19 5BU 609 3178
R., 46 Cambridge Gdns N21 2AT 360 6544
R., 8/12 Kendon Rd SW6 7NR 622 5665
S., 101 Egerton Rd SE18 3HT 854 1121
S., 2b Ewerne Rd N16 7QJ 241 2800
S., 60 Oakley Dr SE9 2HJ 300 5486
S.M., 1 Ebenside Rd NW3 6BA 431 0981
S.W., 188 Silverne Rd SE12 9QU 851 2983
T.J., 40 Schollars Wk SE3 7QA 853 1460
T.K., 59 Eric Fletcher Cl,Essex Rd N1 3PP ... 226 8264
RIPLEY-DUGGAN G., 66 Constantine Rd NW3 2HE ... 485 1356
RIPMAN J.H, 11 Talmid Rd SE23 1JR 699 1023
J.J.P., 27a Lea Rd SW8 3PD 627 4434
RIPO A, 15 Overbury Ho,Overbury St E5 0BH ... 985 3708
RIPON M.A., 44c East Dulwich Gro,S SE22 8PS ... 299 3966
RIPP A.J, 63 St. Leonards Rd E14 8QY 515 3446
A.W, 50 Salford Ho,Seyssel St E14 9HZ 515 0749
J, 4 Marlborough,Inner Pk Rd SW19 6DE ... 788 8857
RIPPEL J.S, 14 Abbotsmead Rd SE4 1ED 690 0468
RIPPIN P.S., 38 Willoughby Ln N8 7HW 888 2216
RIPPER A.H, 71 Downs St SE8 3LH 691 6450
E.R.W, 47 Barley Rd W10 6AW 969 4528
J, 46 Ascot Wy SE3 9BU 232 1626
Mrchd, 34 Packington St N1 8QB 226 6444
M.M, 23 The Croft,Park Hl W5 2JW 997 4402
M.T, 8 Cromwell Gro W6 7RG 603 7187
R.J, 71 Worcester Rd SE2 9PL 310 4177
R.J, 47 Healdington Cl, Tarves Wy SE10 9QW ... 305 2071
R.M, 17 Scrivan Rd SE8 5AG 691 0646
W.E, 29 Woodlands Rd W13 0AX 992 2736
W.S, 19 Bonsey Rd SE1 5QE 237 1028
RIPPETEAU J., 36 St. George's Cl,Gloucester Rd SW7 ... 581 3494
RIPPIN B, 105 Mersey Rd E17 9LA 531 1065
E.M, 97 Dallas Rd NW4 3JD 202 8824
J-John, 10 Mornington Rd E4 7DS 524 1591
J.T, 2/50 Rupert Ct Clapham Rd SW9 9PQ ... 274 1110
R.M., 12 Mortlock Cl,63 Whitta Rd E12 5DA ... 553 2884
S.M, 424 Hawsden Ln NW10 0BT 450 3316
RIPPINGALE A, 78 Tudor Cts SW2 2AB 671 9146
A.G, 70 Carverman St E15 ..... 534 8303
B., 3/41 Cleveland Sq W2 6DA 723 3365
E.P, 19 St. Georges Rd E7 8HT 478 5420
G, 51 Windermere Ho,Erlc St E3 4TD 980 7975
J.N, 38c Fairlawn Gro W4 5EH 994 3645
M, 16 Trevynan Ho,Catford Gdns SW3 ..... 581 8654
RIPPINGHAM Paul, 20 Stanley Cohen Ho, Golden Ln Est EC1Y 0RL ... 250 3831
T, 27 Denmark Rd W13 8NQ 579 5314
W, 3 Drayton Grn W13 0JE 997 0061
RIPPINGTON E, 103 Eliot Bank SE23 1XD ... 699 0764
M, 77 Kirkwood Rd SW20 9AJ 542 0587
R, 48 John Ash Ct W2 1UY 262 7449
S, 52 Eagle Ct E11 1PD 530 5842
RISCH J, 14 Thorney Cres SW11 3TT 223 0833
W.A., 2 Chatfields Ho,Ackfield Rd SE5 8RW ... 703 8254
RISCHER A, 20 Douglas Wallis Ho, Priory Rd NW6 3NU ... 624 2635
D, 137 Clare Ct,Judd St WC1H 9QR 837 4855
RISCOE J., 18 Hazelmere Ct,Finchley Rd NW3 7YS ... 458 2654
RISDALE D.O, 18 Hoath Dr SW20 0BG 540 1713
RISDEN W.R, 31 Oxford Rd E15 1JD 555 3290
RISDON C.R, 94 Albert Rd SE25 4JW 684 4372
J.H, 130 Dorset Rd SW19 3ND 540 1529
J.P, 237 Mitcham La SW16 6PY 677 8714
P, 19 Gilmore Rd N5 1LH 359 9241
P.J, 4 Umberne Wk,S SW17 9HY 672 8131
Dr R.A., 4 Bylaist Gdns SW13 9HP 748 7928
V.C., 49 Elsham Rd SW17 8TL 672 9841
RISEAN J, 63d Dunsmore Rd SE15 5NS 701 5578
RISEBERO W.A, 4 Smithmead La N8 9EE ... 348 0219
RISEBOROUGH E.C, 15 Tideswell,Ingestre Rd NW5 1XD ... 485 8846
L, 128 Kings Cl,Ring St W6 0HP 748 9613
S, 22 Herne Ho,Marigold St SE16 4PQ 237 8909
S, 95 Ardgowan Rd SE6 1LW 461 5093
RISEBROW P.M., 180b Bexley Hl Rd SE9 8QQ ... 781 2546
N, 45a Stanlake Rd W12 7HE 743 1392
RISELEY A.H, 4 Rhiwfaen Gdns SW12 9QY ... 748 5390
Alec J, 1 Morland Mws N1 1JW 609 4924
C.H, 42 Alma Gilbert Ct,Bier Rd W14 9QH ... 385 7028
H.L, 18 Warwick Dr SW15 6LR 788 0474
Dm, ... 789 7784
R.E, 28 Albert Estates Ho, New Road Rd SE1 6PH ... 403 2204
S.C, 97a Chadwick Rd SE15 4PU 732 0581
W.M, 14 Alder Gro NW7 2QB 452 1938
RISELEY-PRICHARD Jane, 23 Rutland Wy SW7 3RF ... 373 5267
RISELEY-PRITCHARD J, 23 Rutland Wy SW7 3RF ... 373 5267
RISELLI B, 42 Kingsmead,Kings Av SW4 8ED ... 671 0588
RISELY L, 31 Whittaker Ct,Dudley Rd SW4 6RU ... 627 0715
RISEMAN Alistair, 2 Holmdale Gdns NW6 1LE ... 203 2540
A.J, 36a Florence St NW6 1QH 203 1899
D.A, 38 Howitt Rd NW3 4LJ 586 8617
E, 196 New King's Rd SW6 4HF 731 1295
Fmr, 209 Brunswick Ct, Brunswick Rd W5 1AR ... 998 1349
L, 36a Florence St NW6 1QH 203 6977
RISER G, 17 Sylvan Ct,Holden Rd N12 7ED ... 445 1598
RISERIDGER E.M.A., 16 Chiswick Village W4 3BY ... 747 1888
RISKI B.R, 21 Rosmead Av NW9 8LH 205 4419
J, 45 Grove Av W7 3ET 579 0845
K.E, 27 Brockley Ct,Wimbourne St N1 7EL ... 251 1470
R.K, 12 Lichfield Rd E6 3LG 470 2681
S, 11 Uphill Rd NW7 4RA 959 2657
S.K, 16 Rosser Rd N15 3EY 802 9815
S.L, 299 Church Rd E12 6HH 478 3158
S.N, 46 Carrara Pl Rd E6 3EY 471 9862
RISHTON Edward W., 59 Bridgewater Gdns N9 9HR ... 360 4145

Circle the telephone number of D.A. Riseman who lives at 38 Howitt Road.

Circle the telephone number of R.M. Rippin who lives at 12 Mortlock Court.

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Task 7: Postcard

Questions posed orally in English, up to 3 times. If no response, questions posed in written form.

Read this postcard that Joan and Alice wrote to their mother. Then answer the questions.

Dear Mum

We got here after 3 hours on the bus. Grandpa was waiting for us and took us straight to dinner. We had chicken and lots of ice cream. He told us lots of jokes and was very funny.

See you soon,

Joan and Alice

Mrs Ann Smith
1 London Road
Liverpool
L3 7DA

Who met the children when they arrived?

How did the children travel?

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Task 8: Yellow Pages

Questions posed orally in English, up to 3 times. If no response, questions posed in written form.

Find a plumber you could call any time of the day or night.

What is the telephone number of the firm called 'All London Plumbing Services'?

Extracts from telephone page used for this question.

Achilles Plumbing Services

A D L S Plumbing & Heating

ADVANCED CONSULTANTS
See our advertisement adjacent to Fingertip Fact Page 419
0171-222 0282
982 Eastern Av Ilford Essex

A I & P PLUMBING & HEATING ENGINEERS
★ *See Our Larger Advertisement Page 441*

ALBERT A. BLISSETT LTD
Industry Established 15 Years
Corgi Reg/Plumbing/Heating
For Emergencies 0860 251378
0181-451 1658
30 Ilex Rd London NW10

ALL LONDON PLUMBING SERVICES
★ *See Our Larger Advertisement Page 439*

Ambassador Plumbing

ANDERSON & SONS
★ *See Our Larger Advertisement Page 440*

The Thomson Directory - complete with National Dialling Codes

24 HOUR EMERGENCY PLUMBING

- BURST PIPES
- BOILER BREAKDOWN
- TANKS & CYLINDERS
- NO CALL OUT CHARGE (BEFORE 8pm)
- BLOCKED DRAINS TOILETS & SINKS
- ALL PLUMBING WORK
- FREE ESTIMATES
- WORK GUARANTEED

WE ARE A LONG ESTABLISHED FAMILY FIRM, OFFERING A PROMPT & RELIABLE SERVICE AT AFFORDABLE PRICES

ASSETT PLUMBING
DAY: 0181-894 2670
EVE: 0181-561 6803

For consumer, health and general advice, see Helplines in the Thomson Information pages

B.S.B Heating & Plumbing Contractors

BUCKINGHAM S.F. & SONS LTD
★ *See Our Larger Advertisement Page 440*

Building & Plumbing The Wright Way

Central Plumbing Service

Collins A.

CO-OPERATIVE PLUMBING
★ *See Our Larger Advertisement Page 441*

Dawf & Hallyan Ltd

DRAINWISE
★ *See Our Larger Advertisement Page 441*

DRISCOLL & CROWLEY
★ *See Our Larger Advertisement Page 445*

E.G. Woods Plumbing

EMBASSY PLUMBING SERVICES
★ *See Our Larger Advertisement Page 442*

Use the colour Thomson Information pages

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Task 9: Sentence Completion (1)

Write in one word to complete the sentences.

Example:

We went ___to___ the market this morning.

1. They _____ going to the cinema tonight.

2. What time _____ it now?

3. What are you going _____ do this weekend?

4. I bought a phonecard _____ use for calling home.

5. I bought three pounds _____ potatoes.

6. He does not like to go out when it _____ raining.

7. He wants to read _____ write in English.

Task 10: Cooking Instructions (1)

Instructions given in English (up to 3 times). Interviewer instructed to ensure respondent knew what noodles are.

NOODLES

Empty noodles into 400ml (2 cups) of boiling water and simmer for 2-3 minutes until all water is absorbed.

Add seasoning and flavoured oil.

Stir gently. The noodles are now ready to be served.

1. How long do the noodles take to cook?

.....

2. How much water do you need?

.....

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Task 11: Application for a job

Please use BLOCK letters

Today's Date .....

Title: Mr ☐ Mrs ☐ Miss ☐ Ms ☐ (tick as appropriate)

Surname .....

First Names (in full) .....

Date of Birth .....

Marital Status:

Married ☐ Single ☐ Widowed ☐ Divorced ☐ Separated ☐

Please tick any qualifications that you have:

UK qualifications	**Other qualifications**
CSE ☐	Primary-level certificate ☐
O Level ☐	Secondary-level certificate ☐
GCSE ☐	Higher education diploma ☐
'A' Level ☐	Degree ☐
HND/HNC ☐	Other (please specify) ☐
City & Guilds ☐	.....
None of these ☐	.....

If you have any other qualifications or certificates, please say what they are:

.....

What are your interests or hobbies?

.....

Previous Experience

Have you had any experience of the following, either at work or in the home?

Handling and accounting for money? ☐

Dealing with the public? ☐

Preparing or serving food? ☐

Working with children or young people? ☐

Doing basic maintenance? ☐

Describe in a few sentences what you have been doing in the last five years.

.....

.....

Task 12: Medicine bottle

Card with picture of label handed to respondent. Questions asked orally in English (up to 3 times).

PANEX JUNIOR

SOLUBLE PARACETAMOL TABLETS

PANEX Junior Soluble Tablets have been specially made to give fast, effective relief from the pain or fever of Headache, Toothache, Colds, Flu and general aches and pains.

Sugar Free ✓ Gentle on Stomach ✓ Pleasant Fruity Taste ✓

HOW MUCH TO USE	
DISSOLVE TABLETS IN WATER	
Age	No. of Tablets
6-12 years	2 to 4
1-6 years	1 to 2

For children under 5 years PANEX Infant is available from your chemist. Not to be used by children under 1 year.

HOW OFTEN Wait 4 hours before giving another dose ot this medicine. Do not give more than 4 doses in 24 hours. DO NOT EXCEED THE STATED DOSE.

CAUTION If you are giving your child other medicines, consult your doctor before giving this product. Do not give any other medicine containing paracetamol within 4 hours of giving this product. If symptoms persist, consult your doctor. Do not give for more than 3 days without seeing your doctor. In case of accidental overdose, see your doctor immediately.

CONTAINS PARACETAMOL

Each tablet contains 120 mg of paracetamol PH. Eur. in a fizzy base. Contains saccharin.

KEEP OUT OF REACH OF CHILDREN

Made in UK by: Colefield & Hastings.
Westfield Lane, Birmingham

How many tablets should a three year-old be given in a dose?

How long should you wait before giving a child a second dose of the medicine?

Is this medicine suitable for children under one year old?

Do you have to dissolve the tablets in water?

Task 13: Cooking Instructions (2)

CUSTARD

Put contents of one packet into a basin with 1-2 tablespoons of sugar.

Mix to a paste with a little milk taken from 1 pint (568ml).

Heat remainder of milk to near boiling. Pour on to the mixed custard. Stir well.

Return to the saucepan, and bring to the boil, stirring all the time.

1. How much milk do you need?

.....

2. How much sugar do you need?

.....

3. When is it important to stir?

.....

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Task 14: Letter

Read the letter below. It is from one neighbour to another.

Dear Pat,

As I am going to be late home from work today I would be very grateful if you could buy some items for me on your regular trip to the supermarket. I shall need:

a large loaf of sliced brown bread
a jar of marmalade
a packet of cornflakes
1 pound of apples
1 packet (1kg) of basmati rice
2 small plain yoghurts

I enclose £10 to cover the cost of these items. I hope to see you at about 9 o'clock this evening.

Thank you very much for your kindness.

Jo

1. What does Jo want Pat to do for her?

.....

.....

2. Why does Jo ask Pat to do the shopping?

.....

.....

3. How much money does Jo leave Pat to pay for these items?

.....

.....

4. At what time does Jo expect to return home?

.....

.....

Task 15: Advice Form

WHERE TO GET HELP OR ADVICE		
FOR ADVICE OR HELP . . .	**WHO CAN HELP . . .**	**ADDRESS OR PHONE NUMBER**
General Social Security advice	Freeline Social Security (free telephone enquiry service)	Dial 0800 666 555
Enquiries about any benefit or pension and claim for most benefits	Social Security office	Look in the phone book under SOCIAL SECURITY or BENEFITS AGENCY (addressed, postage-paid envelopes may be available from post offices)
Sickness, people with disabilities and their carers (general benefit information including local help)	Benefit Enquiry Line (free telephone enquiry service)	Dial 0800 88 22 00 (voice) Dial 0800 24 33 55 (textphone)
National Insurance	Social Security Office	Look in the phone book under SOCIAL SECURITY or CONTRIBUTIONS AGENCY
Leaflets and claim forms for benefits	Social Security office or BA Distribution and Storage Centre	Call at your Social Security office or write to: BA Distribution and Storage Centre, Heywood Stores, Manchester Road, Heywood, Lancs OL10 2PZ
Social Security leaflets by post	Use order form on page 39 or write to BA Distribution and Storage Centre	
Family Credit	Family Credit Unit Freeline Family Credit (free telephone enquiry service)	Benefits Agency, DSS Government Buildings, Warbeck Hill, Blackpool FY2 OYF Dial 0800 500 222

Who can help with:

a) Advice on National Insurance?

.....

.....

b) Welfare rights?

.....

.....

What is the telephone number to call for free advice on Family Credit?

.....

.....

What is the telephone number to call for advice on benefits for people with disabilities?

.....

.....

Task 16: Sentence Completion (2)

Write one word in each gap which will complete the sentence correctly. The first word has been filled in for you as an example.

The men on the ship needed help. They **were** far out at sea. They used their radio _____ ask for help.

When we reached the caravan site, we unpacked the car and had _____ good meal. We went for a walk to look at _____ sea and then went on to the pub _____ a drink.

Mike has a van. He uses _____ to move furniture and other goods for people. Sometimes _____ son Dave comes with him. Dave would like to _____ a long-distance lorry driver when _____ is older.

The toddler group meets _____ a room at the local community centre. There are _____ of toys available for the children _____ use. Parents can also make cups _____ tea or coffee for themselves. The children's library _____ open at the same time so _____ the children can look _____ and borrow books.

Task 17: Walrus

Read the passage and answer the questions below.

THE WALRUS

The walrus is easy to recognise because it has two large teeth sticking out of its mouth. These teeth are called eye teeth.

The walrus lives in cold seas. If the water freezes over, the walrus keeps a hole free of ice either by swimming round and round in the water, – or by hacking off the edge of the ice with its eye teeth. The walrus can also use its skull to knock a hole in the ice.

The walrus depends on its eye teeth for many things. For example, when looking for food a walrus dives to the bottom of the sea and uses its eye teeth to scrape off clams. The walrus also uses its eye teeth to pull itself on the ice. It needs its eye teeth to attack or kill a seal and eat it, or to defend itself if attacked by a polar bear.

The walrus may grow very big and very old. A fullgrown male is almost 13 feet long and weighs more than 2200 pounds. It may reach an age of 30 years.

The walrus sleeps on the ice or on a piece of rock sticking out of the water, but it is also able to sleep in the water.

This task is adapted from an item originally developed by the International Association for the Evaluation of Educational Achievement (IEA) and used by the US Government in a large literacy survey (US Dept of Education 1994). It provided an "anchor" item in assessing levels of proficiency.

1. Where does the walrus live?

.....

2. How long can a walrus live?

.....

3. What does a walrus eat?

.....

4. What may attack a walrus, according to the passage above?

.....

5. What does a walrus do when it wants to get up on the ice?

.....

Task 18: Students' Union

Activities and Facilities at Manchester University

One of your family is applying to Manchester University. Look at the information below, sent by Manchester University, and complete the questionnaire on the next page.

THE STUDENTS' UNION, CLUBS AND ACCOMMODATION

The Students' Union

The Students' Union organises entertainments and sports events, provides bars, shops, meeting rooms and information and advice on a number of issues. Further details about activities, clubs and societies will be available at enrolment. All students can automatically be members of the Students' Union.

The first week of the autumn term is the 'Intro Week' and the Union organises a programme of activities and entertainments to introduce new students to the University and to provide plenty of opportunities to meet people and to get to know the area.

The main Union building is at All Saints campus and there are also offices, shops, catering facilities and bars at many of the other sites. A welfare and information service is available to help you with grant and accommodation queries.

Sports clubs and societies

There are over fifty sports clubs and thirty societies administered by the Union. Sporting clubs range from archery to netball to water polo. The societies cater for a wide range of interests covering musical, political, cultural, religious and course-based subjects. A number of handbooks, leaflets and magazines are published by the Students' Union and are freely available to members. These can be obtained when you arrive and will give you more information on a number of issues.

Accommodation/Places to Stay

The University has six halls of residence in the Manchester area providing places for 1,433 students. The halls of residence house students in study bedrooms with communal kitchens, laundry facilities and common rooms. Our Accommodation Service ensures all students have the best chance of finding somewhere suitable to live in University accommodation or in the private sector in catered lodgings, shared houses, flats or bedsits. Fortunately, Manchester has a large amount of private accommodation to rent and many postgraduate students prefer to live in this type of housing from the outset, enjoying the greater independence it gives them.

The Manchester halls of residence are situated in three locations. Two are at the University's central All Saints campus, one of which is self-catering. There are three in Didsbury, a pleasant residential area some five miles to the south of the city, and a further self-catering hall is located in Whalley Range, two miles from the city centre.

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1. Write down two functions of the Students' Union.

   a) .....

   b) .....

2. Who can become members of the Students' Union?

   .....

3. When can new students meet people and get to know the area?

   .....

4. Where is the main Union building?

   .....

5. How many sports clubs and societies are administered by the Union?

   .....

6. How many students at the University can live in halls of residence in the Manchester area?

   .....

7. What kind of accommodation do postgraduate students prefer?

   .....

8. If you were a student, where would you choose to stay? Give one reason for your choice.

   .....

   .....

Task 19: Benefits

Instructions given in English (up to 3 times) to use the leaflet to answer these questions.

1. If you get Family Credit are you entitled to get your hospital travel costs paid?

.....

.....

.....

2. If you get a War pension, how do you get your travel paid?

.....

.....

.....

3. If you are getting Family Credit, what should you take to the hospital in order to get your costs paid?

.....

.....

.....

4. What is the relevant form if you are getting Income Support while on a training course?

.....

.....

.....

Who can get help with NHS hospital travel costs and how to claim

You can get help with the cost of travel to and from hospital for NHS treatment if you're in one of the two groups of people shown below.

Group 1 – People who have automatic entitlement

You automatically get your hospital travel costs paid if:

- you get either
  - Income Support or
  - Family Credit

  or are the partner or dependent child of someone who gets either Income Support or Family Credit

or

- if you are a patient attending a sexually transmitted disease clinic more than 15 miles from home. If you have to travel less than 15 miles to a clinic you should ask when you attend for treatment as you may qualify for help.

or

- you get a War or MOD Disablement Pension and are being treated in an NHS hospital for the disability for which you get a War Pension

  Write to War Pensions Agency, Norcross, Blackpool FY5 3WP, and ask for a refund.

or

- you live in the area covered by the Highlands and Islands Development Board in Scotland and have to travel at least 30 miles (or more than 5 miles by water) to get to hospital

  Enquire at your family doctor's surgery before you go to hospital.

or

- you live in the Isles of Scilly and have to travel to the mainland to get to hospital. (You must pay the first £5.)

  Enquire at your local Health Centre before you go to hospital.

If you're paid by order book, take it with you to the hospital. You will be asked to show it when you claim your travel costs.

If you're not paid by order book:

- if you're paid by girocheque, take the letter that came with the girocheque or
- if you're unemployed, take your entitlement notice from the DSS confirming that Income Support is payable

or

- if you're sick take form C3 or
- if you're getting Income Support while on a training course, take form T3

or

- if you're getting Family Credit, take any of the following:
  - a letter from DSS confirming that the benefit has been awarded

  or
  - if you're paid by credit transfer, your award notice

  or
  - form FCS 409.

Group 2 – People who have low-income entitlement

- You may be able to get help with your hospital travel costs if you and your partner don't have much money coming in. Check on pages 6-9 to get a rough idea of whether it's worth claiming.
- **If you're 16 or over, you can claim on your own low income grounds: it's your income that counts, not your parents', even if you're still living with them.**

For details of how to claim on low-income grounds, see page 10 of this leaflet.

Refunds

If you've already paid your travel costs and you want to claim a refund because:

- you were entitled to have them paid because you were getting Income Support or Family Credit or
- you have a low income,

ask at the hospital or your Benefits Agency office for form AG 5 (and form AG 1 if you want to claim on low-income grounds and you do not hold a current AG 2 or AG 3 certificate), fill them both in and send them where the forms tell you. **Your claim must be received at the appropriate office within 3 months of the date of your receipt.**

Listening Task A: Instructions to Interviewer

READ OUT:
I would now like you to listen to a short tape that I am going to play to you and then write the answers to some questions about it.

ASK RESPONDENT TO TURN TO 'LISTENING TASK A' PAGE IN THEIR BOOKLET, WITH PICTURES OF ROOMS IN HOUSE.

Please imagine that you have been invited to the house of English friends, George and his wife. The other friends that he has invited have not yet arrived and George invites you to look around his new home, of which he is very proud. Look at the drawings on the sheet.
(ALLOW 30 SECONDS FOR THIS)

Now listen to the tape which I will play twice for you. George points out the rooms illustrated in the drawings. The first time you hear the tape you have to write numbers in the boxes beside the drawings to indicate the order in which George describes them. The first, the Hall, has been done for you already as an example: – it has a 1 in the box to show that this is the first room you are shown. Now, listen to the tape and as you do so put the numbers 2 to 7 in the appropriate boxes.

AFTER FIRST TIME THROUGH, STOP TAPE AND GIVE THE FOLLOWING INSTRUCTIONS.

Now I am going to play the tape a second time. Listen to how George refers to the colours of each of the rooms. Write the colour of each, in English, on the line below the appropriate picture. Listen carefully.

Interviewer comments (RECORD IF RESPONDENT FOUND TASK EASY/DIFFICULT)

.....

.....

.....

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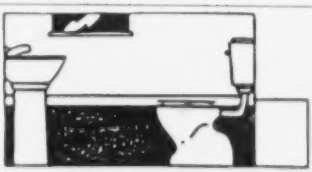
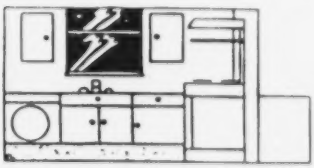
NB: This item dates from 1987. Current test items are presented in a simpler and more straightforward style. These are however less suitable for an adult audience.

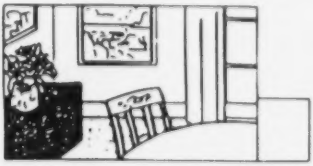
Listening – Task A

Please imagine that you have been invited to the house of English friends, George and his wife. The other friends that he has invited have not yet arrived and George invites you to look around his new home, of which he is very proud.





Yellow



1

Listening Task B: Instructions to Interviewer

I would now like you to listen to a short tape that I am going to play and then write the answers to some questions about it.

ASK RESPONDENT TO TURN TO 'LISTENING TASK B' PAGE IN THEIR BOOKLET, WITH NOTE BOOK.

Now listen to the tape which we will play to you twice. Imagine that two of your English friends, Robert and Shirley, are going on holiday. They ask you if you would like to stay in their flat, while they are away, to look after it and to be a companion to their son, Paul. You agree to their suggestion. Shirley calls you by telephone before she leaves to ask you to be sure to do a few simple things for her. On the note-pad printed for you in the booklet, write down in note-form the things he asks you to do. The first thing has been written down for you as an example.

AFTER FIRST TIME THROUGH STOP THE TAPE AND GIVE THE FOLLOWING INSTRUCTIONS.

I am now going to play the tape a second time. This is so you can add anything you missed the first time and make any corrections you may want to make.

Interviewer comments (RECORD IF RESPONDENT FOUND TASK EASY/DIFFICULT)

.....

.....

.....

.....

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NB. This item dates from 1987. Current test items are presented in a simpler and more straightforward style. These are however less suitable for an adult audience.

NOTES
check door is locked!

Scoring Criteria

Task 1: Name and address (maximum four points)

4 points: If in English first time and high score (6 or 7 correct)
3 points: If in English repeated and high score (6 or 7 correct)
2 points: If in English and at least one correct
2 point: If in mother tongue and high score (6 or 7 correct)
1 point: If in mother tongue and at least one correct

Task 2: Reading a notice (maximum four points)

4 points: If in English first time and all three correct
3 points: If in English repeated and all three correct
2 points: If in English and two of three correct
2 points: If in mother tongue and all three correct
1 point: If in mother tongue and two of three correct
1 point: If only either second or third question correct

Task 3: School timetable (maximum four points)

4 points: If in English first time and both correct
3 points: If in English repeated and both correct
2 points: If in English and only one correct
2 points: If in mother tongue and both correct
1 point: If in mother tongue and only one correct

Task 4: Calendar (maximum four points)

4 points: If in English first time and both correct
3 points: If in English repeated and both correct
2 points: If in English and only one correct
2 points: If in mother tongue and both correct
1 point: If in mother tongue and only one correct

Task 5: Understanding a label (maximum four points)

4 points: If in English first time and all three correct
3 points: If in English first time and two correct
3 points: If in English repeated and all three correct
2 points: If in English first time and only one correct
2 points: If in English repeated and two of three correct
2 points: If in mother tongue and all three correct
1 point: If in mother tongue and one or two of three correct

Task 6: Telephone directory (maximum four points)

4 points: If in English first time and both correct
3 points: If in English repeated and both correct
2 points: If in English first time and only one correct
2 points: If in mother tongue and both correct
1 point: If not in English first time and only one correct

Task 7: Reading a postcard (maximum four points)

4 points: If in English first time and both correct
3 points: If in English repeated and both correct
3 points: If in English first time and only one correct
2 points: If in mother tongue and both correct
1 point: If not in English first time and only one correct

Task 8: Yellow Pages (maximum four points)

4 points: If in English first time and both correct
2 points: If not in English first time and both correct
2 points: If in English first time and only one correct
1 point: If not in English first time and only one correct

Task 9: Completing a sentence (maximum four points)

4 points: All seven correct
3 points: Six of seven correct
2 points: Four or five of seven correct
1 point: One, two or three correct

Task 10: Cooking instructions (maximum four points)

4 points: If in English first time and both correct
3 points: If not in English first time and both correct
3 points: If in English first time and only one correct
1 point: If not in English first time and only one correct

Task 11: Completing form (maximum four points)

Sum of following points for describing (a) personal details and (b) hobbies

(a) 2 points: If all personal details completed appropriately
1 point: If some personal details completed appropriately

(b) 2 points: If hobbies described with four or more correctly spelt words
1 point: If hobbies described in less than four correctly spelt words

Task 11: Writing short biography (maximum nine points)

Sum of following points for (a) appropriateness of answer, (b) number of words, (c) number of sentences, (d) complexity, (e) spelling accuracy, (f) grammatical accuracy

(a) 1 point: If answer seen as relevant

(b) 2 points: If 16 or more words
1.5 pts: If 11 to 15 words
1 point: If 6 to 10 words
0.5 pts: If 1 to 5 words

(c) 2 points: If more than one sentence
1 point: If only one sentence

(d) 2 points: If, on average, three or more clauses per sentence
1 point: If, on average, more than one clause per sentence

(e) 1 point: If a maximum of 10% of words are incorrectly spelt

(f) 1 point: If a maximum of 10% of clauses were incorrectly parsed

Task 12: Medicine bottle (maximum four points)

4 points: If all four correct
3 points: If three correct
2 points: If two correct
1 point: If one correct

Task 13: Cooking instructions (maximum four points)

4 points: If all three correct
3 points: If third and one of first two correct
2 points: If either first two or third correct
1 point: If one of first two correct

Task 14: Reading a letter (maximum eight points)

For each of four sub tasks two points
1 point: Correct answer
1 point: Accuracy of answer

Task 15: Understanding a leaflet (maximum four points)

4 points: If all three correct with both answers to third question
3 points: If all three correct with one answer to third question or one of first two correct and both answers to third question
2 points: If both of first two correct but not third, or one of first two correct plus one of answers to third question, or both answers to third question
1 point: If only one of three with one correct answer

Task 16: Sentence completion (maximum four points)

4 points: Thirteen, fourteen or fifteen correct
3 points: Ten, eleven or twelve correct
2 points: Six to nine correct
1 point: One to five correct

Task 17: Walrus description (maximum ten points)

One or two points for each sub-question
2 points: If correct answer and no incorrect answers
1 point: If correct answer and incorrect answer

Task 18: Understanding a brochure (maximum eight points)

1 point for each correct answer (one for each of the possible functions for Students Union)

Task 18: Writing short justification (maximum nine points)

Sum of following points for (a) appropriateness of answer, (b) number of words, (c) number of sentences, (d) complexity, (e) spelling accuracy, (f) grammatical accuracy

(a)	1 point:	If answer seen as relevant
(b)	2 points:	If 16 or more words
	1.5 points:	If 11 to 15 words
	1 point:	If 6 to 10 words
	0.5 points:	If 1 to 5 words
(c)	2 points:	If more than one sentence
	1 point:	If only one sentence
(d)	2 points:	If, on average, three or more clauses per sentence
	1 point:	If, on average, more than one clause per sentence
(e)	1 point:	If either no words are incorrectly spelt or, if 10 or more words written, a maximum of 20% of words are incorrectly spelt
(f)	1 point:	If no clauses were incorrectly parsed

Task 19: Claiming benefit (maximum of ten points)

2 points for each correct answer

Scoring Criteria for Listening Tasks

There was a maximum of ten possible correct answers on task A (letters and numerals) and four possible correct answers on the more difficult task B. These have been combined as follows:

Poor: 1 or 2 correct on task A

Moderate: 6 or more correct on task A *or* a net score of 2 or more correct on task B

High: 9 or 10 correct on task A *or* a net score of 3 or more on task B

Very high: 9 or 10 correct on task A *or* 4 correct and none incorrect on task B

Detailed Performance on Each Task

For each task, we have given the population in (Column 1), the proportions and numbers attempting the task (Columns 2 and 3) and the proportions scoring zero, scoring the maximum, and the average score in the last three columns. For the first ten tasks, we have given the proportion who needed help with the instructions, after that very few who attempted the task needed help.

	N1	Proportion attempting task 1	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	47	118	62	6	21	2.0
Gujeratis	208	34	71	49	3	24	2.4
Punjabi	278	25	69	54	4	28	2.1
Chinese	188	35	66	53	3	32	2.3
Refugees	173	44	76	54	4	34	2.3
Total	1098	36	400	55	4	27	2.2

	N1	Proportion attempting task 2	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	37	93	62	20	26	1.9
Gujeratis	208	30	63	44	29	18	1.6
Punjabi	278	20	55	55	32	23	1.4
Chinese	188	34	63	76	6	19	1.7
Refugees	173	43	74	74	26	10	1.3
Total	1098	32	348	63	22	19	1.6

	N1	Proportion attempting task 3	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	25	63	52	25	28	1.9
Gujeratis	208	22	45	47	30	25	2.0
Punjabi	278	11	30	20	32	47	2.3
Chinese	188	21	40	53	20	30	2.0
Refugees	173	38	65	62	12	26	2.2
Total	1098	22	243	50	23	30	2.1

	N1	Proportion attempting task 4	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	28	70	63	9	35	2.5
Gujeratis	208	30	62	48	13	40	2.6
Punjabi	278	13	36	44	6	47	2.8
Chinese	188	31	59	78	9	22	2.3
Refugees	173	43	74	74	5	26	2.4
Total	1098	27	301	63	9	33	2.5

	N1	Proportion attempting task 5	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	41	102	17	49	43	2.4
Gujeratis	208	74	154	21	47	35	2.2
Punjabi	278	44	121	2	52	31	2.1
Chinese	188	64	121	17	28	55	2.9
Refugees	173	73	126	30	47	35	2.3
Total	1098	57	624	18	45	39	2.4

	N1	Proportion attempting task 6	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	28	71	10	18	59	3.0
Gujeratis	208	53	110	13	10	53	3.1
Punjabi	278	36	101	32	15	44	2.9
Chinese	188	59	110	67	10	31	2.7
Refugees	173	64	110	57	12	36	2.8
Total	1098	46	502	38	13	44	2.9

	N1	Proportion attempting task 7	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	32	81	7	3	69	3.5
Gujeratis	208	68	141	19	5	67	3.4
Punjabi	278	41	113	14	6	74	3.5
Chinese	188	65	122	25	12	63	3.0
Refugees	173	66	114	25	4	66	3.2
Total	1098	52	570	19	6	67	3.3

	N1	Proportion attempting task 8	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	35	89	19	14	48	2.6
Gujeratis	208	66	138	12	11	54	2.8
Punjabi	278	42	117	17	9	49	2.7
Chinese	188	68	128	45	27	30	1.9
Refugees	173	66	114	41	24	30	1.9
Total	1098	53	585	27	17	42	2.4

	N1	Proportion attempting task 9	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	32	80	11	1	50	2.9
Gujeratis	208	65	136	7	1	43	2.9
Punjabi	278	40	110	5	4	47	3.0
Chinese	188	65	122	12	2	53	3.1
Refugees	173	70	121	12	2	34	2.7
Total	1098	52	569	9	2	45	2.9

	N1	Proportion attempting task 10	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	27	69	-9	10	71	3.4
Gujeratis	208	62	129	3	12	75	3.4
Punjabi	278	38	107	9	8	71	3.4
Chinese	188	63	118	8	9	77	3.5
Refugees	173	66	114	11	7	76	3.5
Total	1098	49	537	6	9	74	3.4

	N1	Proportion attempting task 11 pt I	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	30	75	N/A	2	27	2.5
Gujeratis	208	63	131	N/A	1	16	2.7
Punjabi	278	39	108	N/A	0	19	2.7
Chinese	188	63	118	N/A	0	23	2.8
Refugees	173	67	116	N/A	1	35	3.1
Total	1098	50	547	N/A	1	24	2.8

	N1	Proportion attempting task 11 pt II	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	18	44	N/A	0	0	5.3
Gujeratis	208	39	82	N/A	0	0	4.7
Punjabi	278	28	79	N/A	2	1	4.9
Chinese	188	41	78	N/A	1	0	5.2
Refugees	173	50	87	N/A	0	1	5.3
Total	1098	34	370	N/A	1	1	5.1

	N1	Proportion attempting task 12	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	25	64	N/A	0	48	3.3
Gujeratis	208	61	126	N/A	1	47	3.1
Punjabi	278	37	102	N/A	2	40	3.1
Chinese	188	60	112	N/A	2	47	3.3
Refugees	173	62	108	N/A	2	45	3.1
Total	1098	47	512	N/A	1	45	3.2

	N1	Proportion attempting task 13	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	20	51	N/A	9	8	1.8
Gujeratis	208	58	120	N/A	3	12	1.9
Punjabi	278	34	95	N/A	2	7	1.9
Chinese	188	56	106	N/A	3	16	2.5
Refugees	173	58	101	N/A	4	22	2.2
Total	1098	43	473	N/A	4	14	2.0

	N1	Proportion attempting task 14	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	18	44	N/A	0	57	7.0
Gujeratis	208	53	111	N/A	0	44	6.5
Punjabi	278	31	86	N/A	0	43	6.7
Chinese	188	49	92	N/A	0	76	7.6
Refugees	173	48	83	N/A	0	40	6.6
Total	1098	38	417	N/A	0	52	6.8

	N1	Proportion attempting task 15	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	17	42	N/A	3	46	3.1
Gujeratis	208	50	105	N/A	3	49	3.2
Punjabi	278	28	78	N/A	1	51	3.2
Chinese	188	48	90	N/A	0	60	3.5
Refugees	173	44	76	N/A	1	61	3.5
Total	1098	36	392	N/A	2	54	3.3

	N1	Proportion attempting task 16	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	14	35	N/A	15	53	2.9
Gujeratis	208	43	90	N/A	15	27	2.3
Punjabi	278	26	71	N/A	16	26	2.4
Chinese	188	46	86	N/A	4	51	3.2
Refugees	173	38	65	N/A	20	22	2.2
Total	1098	32	347	N/A	13	35	2.6

	N1	Proportion attempting task 17	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	13	32	N/A	8	27	7.0
Gujeratis	208	38	80	N/A	3	24	7.0
Punjabi	278	21	58	N/A	0	26	7.1
Chinese	188	45	84	N/A	0	26	7.8
Refugees	173	27	46	N/A	0	46	8.0
Total	1098	27	300	N/A	2	29	7.4

	N1	Proportion attempting task 18 pt I	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	9	23	N/A	0	22	5.7
Gujeratis	208	25	52	N/A	2	8	4.8
Punjabi	278	12	34	N/A	3	8	4.9
Chinese	188	35	65	N/A	0	25	6.2
Refugees	173	20	34	N/A	3	9	5.7
Total	1098	19	208	N/A	2	15	5.5

	N1	Proportion attempting task 18 pt II	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	5	12	N/A	0	14	5.4
Gujeratis	208	16	33	N/A	0	0	5.1
Punjabi	278	8	21	N/A	0	4	5.7
Chinese	188	30	56	N/A	0	5	5.3
Refugees	173	12	20	N/A	0	10	6.2
Total	1098	13	142	N/A	0	5	5.4

	N1	Proportion attempting task 19	N2	Proportion needing help	Proportion scoring 0	Proportion scoring max.	Average score
Bengalis	251	7	18	N/A	18	36	5.5
Gujeratis	208	17	35	N/A	3	16	4.5
Punjabi	278	10	27	N/A	12	18	3.8
Chinese	188	31	58	N/A	2	31	6.1
Refugees	173	8	14	N/A	7	43	5.4
Total	1098	14	151	N/A	6	27	5.2

Relationship Between Performance and Listening Scores

This appendix contains two sets of tables. The first set of tables (Tables 5A1 to 5A11) shows the detailed tabulations relating to the scores on the listening task (whichever task they were assigned) and the scores on each of the later written tasks. There is a clear association for each task but it is not very strong. It is for this reason that we have taken account of both raw mean total points and performance on the listening task when constructing the composite score.

The second set of tables (Tables 5A12 to 5A14) shows the detailed tabulations of who is affected by the different sets of hurdles. Thus, the raw written test score provides an initial provisional allocation to score levels: the listening scores are used to make a definitive allocation. It can be seen that the hurdles do have a substantial impact on those scoring 49-70 and 71-90 points: between a third and a half are 'demoted' by one level. However, for those scoring 91+, the listening hurdles have hardly any impact.

Table 5A1: Performance on listening tasks by Score on Written Task 11, Part 1

Listening Task Performance / *Score on task*	*0*	*1*	*2*	*3*	*4*	*Row Total*
Poor	1 *100*	8 *36.4*	25 *25.3*	24 *13.2*	15 *12.5*	71
Moderate		6 *27.3*	20 *23.0*	35 *18.4*	26 *21.6*	87
Good		4 *18.2*	6 *6.9*	39 *20.5*	21 *17.5*	70
Very good		4 *18.2*	39 *44.8*	91 *47.9*	58 *48.3*	192
Column Total	1	22	87	190	120	420

Note: Cell counts do not always sum to row or column totals because the data for the South Asians have been weighted to reproduce the initial sampling frame (see Chapter 2 and Chapter 4).

Table 5A2: Performance on listening tasks by Score on Written Task 11, Part 2

Listening Task Performance / *Score on task*	*0*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*Row Total*
Poor		3 *20*	7 *21.2*	1 *4.8*	8 *16*	10 *17.9*	5 *8.6*	3 *5.8*	1 *3.1*		38
Moderate		4 *26.7*	8 *24.2*	8 *38.1*	9 *18*	8 *14.3*	14 *24.1*	8 *15.4*	4 *12.1*	1 *50*	64
Good	1 *50*	3 *20*	4 *12.1*	5 *23.8*	8 *16*	12 *21.4*	10 *17.2*	8 *15.4*	4 *12.1*	1 *50*	56
Very good	1 *50*	5 *33.3*	14 *42.4*	7 *33.3*	25 *50*	26 *46.4*	29 *50*	33 *66.5*	24 *72.7*		164
Column Total	2	15	33	21	50	56	58	52	33	2	322

Table 5A3: Performance on listening tasks by Score on Written Task 12

Listening Task Performance / *Score on task*	*0*	*1*	*2*	*3*	*4*	*Row Total*
Poor	1 *33.3*	9 *45*	6 *15.8*	25 *18.8*	23 *11.1*	64
Moderate	2 *66.7*	4 *20*	13 *34.2*	27 *20.3*	35 *16.8*	81
Good		4 *20*	6 *15.8*	27 *20.3*	34 *16.3*	71
Very good		3 *15*	13 *34.2*	54 *40.6*	116 *55.8*	186
Column Total	3	20	38	133	208	402

Table 5A4: Performance on listening tasks by Score on Written Task 13

Listening Task Performance / *Score on task*	*0*	*1*	*2*	*3*	*4*	*Row Total*
Poor	1 *20*	14 *17.7*	36 *15.7*		5 *8.6*	56
Moderate	2 *40*	17 *21.5*	47 *20.4*	3 *20*	10 *17.2*	79
Good	1 *20*	16 *20.3*	41 *17.8*	3 *20*	8 *13.8*	69
Very good	1 *20*	32 *40.5*	106 *46.1*	9 *60*	35 *60.3*	183
Column Total	5	79	230	15	58	387

Table 5A5: Performance on listening tasks by Score on Written Task 14

Listening Task Performance / *Score on task*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*Row Total*
Poor	1 *20*	2 *66.7*	2 *28.6*	4 *28.6*	5 *31.2*	5 *11.9*	13 *18.6*	10 *5.0*	42
Moderate	1 *20*	1 *33.3*	2 *28.6*	5 *35.7*	4 *25*	15 *35.7*	14 *20*	30 *15.1*	72
Good	2 *40*		1 *14.3*	1 *7.1*	4 *25*	8 *19.0*	20 *28.6*	32 *16.1*	68
Very good	1 *20*		2 *28.6*	4 *28.6*	3 *18.8*	14 *33.3*	23 *32.9*	127 *63.8*	174
Column Total	5	3	7	14	16	42	70	199	356

Table 5A6: Performance on listening tasks by Score on Written Task 15

Listening Task Performance / *Score on task*	*0*	*1*	*2*	*3*	*4*	*Row Total*
Poor	1 *25*	5 *35.7*	3 *12*	12 *11.9*	15 *8.0*	36
Moderate	2 *50*	1 *7.1*	7 *28*	14 13.9	38 *20.3*	62
Good		5 *35.7*	4 *16*	24 *23.8*	35 *18.7*	68
Very good	1 *25*	3 *21.4*	11 *44*	51 *50.5*	99 *52.9*	165
Column Total	4	14	25	101	187	331

Table 5A7: Performance on listening tasks by Score on Written Task 16

Listening Task Performance / *Score on task*	*0*	*1*	*2*	*3*	*4*	*Row Total*
Poor	7 *20*	4 *17.4*	7 *13.7*	3 *4*	6 *5.0*	27
Moderate	4 *11.4*	8 *34.8*	11 *21.6*	13 17.3	20 *16.8*	56
Good	9 *25.7*	6 *26.1*	16 *31.4*	20 *26.7*	13 *10.9*	64
Very good	15 *42.9*	5 *21.7*	17 *33.3*	39 *52*	80 *67.2*	156
Column Total	35	23	51	75	119	303

Table 5A8: Performance on listening tasks by Score on Written Task 17

Listening Task Performance / *Score on task*	*0*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*10*	*Row Total*
Poor	1 *33.3*	2 *20*		3 *15*		2 *6.9*	1 *33.3*	6 *5.4*	6 *7.1*	21
Moderate	1 *33.3*	3 *30*	1 *50*	4 *20*		7 *24.1*		17 *15.3*	15 *17.9*	48
Good			1 *50*	7 *35*		6 *20.7*		21 *18.9*	12 *14.3*	47
Very good	1 *33.3*	5 *50*		6 *30*	2 *100*	14 *48.3*	2 *66.7*	67 *60.4*	51 *60.7*	148
Column Total	3	10	2	20	2	29	3	111	84	264

Table 5A9: Performance on listening tasks by Score on Written Task 18, Part 1

Listening Task Performance / *Score on task*	*0*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*Row Total*
Poor			2 *16.7*				2 *5.6*	4 *7.1*	1 *3.2*	9
Moderate		3 *42.8*	3 *25*	2 *15.4*	3 *21.4*	4 *18.2*	4 *11.1*	6 *10.5*	6 *19.4*	31
Good		2 *28.6*	4 *33.3*	3 *23.1*	3 *21.4*	4 *18.2*	7 *19.4*	6 *10.5*	3 *9.7*	32
Very good	3 *100*	2 *28.6*	3 *25*	8 *61.5*	8 *57.2*	14 *63.6*	23 *63.9*	41 *71.9*	21 *67.7*	123
Column Total	3	7	12	13	14	22	36	57	31	195

Table 5A10: Performance on listening tasks by Score on Written Task 18, Part 2

Listening Task Performance / *Score on task*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*Row Total*
Poor		1 *8.3*				1 *3.4*	2 *8.7*			4
Moderate		1 *8.3*	8 *47.1*	2 *11.8*	3 *17.6*	3 *10.3*	1 *4.3*	2 *22.2*		20
Good		2 *16.7*	1 *5.9*	4 *23.5*	4 *23.5*	4 *13.8*	1 *4.3*	1 *11.1*	1 *12.5*	18
Very good	5 *100*	8 *66.7*	8 *47.1*	11 *64.7*	10 *58.8*	21 *72.4*	19 *82.6*	6 *66.7*	7 *87.7*	95
Column Total	5	12	17	17	17	29	23	9	8	137

See note to Table 5A1

Table 5A11: Performance on listening tasks by Score on Written Task 19

Listening Task Performance / *Score on task*	*0*	*1*	*2*	*3*	*4*	*Row Total*
Poor		1 *6.3*	1 *3.1*	1 *2.2*		3
Moderate	1 *14.3*	3 *18.8*	8 *25.0*	3 *6.5*	4 *9.8*	19
Good	2 *28.6*	5 *31.3*	4 *12.5*	7 *15.2*	3 *7.3*	21
Very good	4 *57.1*	7 *43.8*	19 *59.4*	35 *76.1*	34 *82.9*	99
Column Total	7	16	32	46	41	142

Table 5A12: Effect of Hard Hurdles on Assignment to Top Three Levels (Raw percentages)

Score	*Level 3*	*Level 4*	*Level 5*	*Row Total*
49 to 70 points	53 *33.8*	104 *66.2*		157
71 to 90 points		49 *33.3*	98 *66.7*	147
91 or more points		8 *11.3*	63 *88.7*	71
Column Total	249*	161	161	571

Table 5A13: Effect of Harder Hurdles on Assignment to Top Three Levels (Raw percentages)

Count	*Level 3*	*Level 4*	*Level 5*	*Row Total*
49 to 70 points	53 *33.8*	104 *66.2*		157
71 to 90 points	23 *15.6*	54 *36.7*	70 *46.7*	147
91 or more points		13 *18.3*	58 *81.7*	71
Column Total	272*	171	128	571

Table 5A14: Effect of Hardest Hurdles on Assignment to Top Four Levels (Raw percentages)

Count	*Level 3*	*Level 4*	*Level 5*	*Level 6*	*Row Total*
49 to 70 points	53 *33.8*	104 *66.2*			157
71 to 90 points		49 *33.3*	98 *66.7*		147
91 or more points			13 *18.3*	58 *81.7*	71
Column Total	248*	153	111	58	570

*Includes 196 scoring 13-48 points on written tasks and therefore automatically assigned to Level 3.

Those Born in Britain

The 72 born in Britain (12 Bengali-speaking, 17 Gujerati speaking, 32 Punjabi speaking and 8 Chinese speaking) were distributed as follows.

	17-29	30-44	45-64	All
Female	40	5	2	47
Male	22	2	0	24
Total	62	7	2	71

They are obviously a much younger group than the overall sample and predominantly female: indeed over half of the whole group are young women. Forty eight (69%) are owner occupiers but 34 (49%) are single. In terms of employment, they are rather like the overall sample with 22 in employment and 14 unemployed.

The vast majority have had some education in England .

On the written test, twenty three (32%) scored 91+ points on the test and 63 (89%) reached Foundation level.

1) It is possible that some of those that were born in England have spent some time overseas - but this contingency was not envisaged at the time of designing the questionnaire.

Project Information Leaflet

English Language Needs Amongst Linguistic Minority Populations in England and Wales

INSTITUTE OF EDUCATION
UNIVERSITY OF LONDON

In order to help people who would like to improve their English, a team of interviewers will call on local people to find out what their English language needs are. This information will be used to make decisions to help people who need and wish to use English.

MORI
25 YEARS OF RESEARCH
1969 • 1994

The interviews are being paid for by the Adult Literacy and Basic Skills Unit and are being conducted by the University of London Institute of Education and Market Opinion Research International.

The team of people who are conducting this investigation wish to interview people from various communities in January or February 1995.

Each interviewer will speak your language and he or she will ask questions about any difficulties you have in using English. There will also be some written questions. Each interview will take about one hour altogether.

Your names and addresses will not be included in any report. No information about individuals will be given to any government department.

ALBSU *The Basic Skills Unit*

We hope you will be able to help us to provide better opportunities for people who wish to improve their English.

If you want to find out any more about this investigation, please contact:

Steve Passingham, Institute of Education (DICE), 20 Bedford Way, London WC1H 0AL. Tel: 0171-612 6631. Fax: 0171-612 6632.

or .....

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